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ABSTRACT

This teacher's guide accompanies the Public Broadcasting Service (PBS) four episode videotape documentary about the U.S.-Mexican War (1846-1848). The documentary tells the story of a war that transformed a continent; and a war in which Mexico lost almost half of its national territory to the United States. The guide introduces the documentary's major themes through 4 lessons which focus on the social, cultural, and economic forces that shaped each country and its peoples during that crucial era. The curriculum covers the sweep of the war from multiple perspectives of Americans, Mexicans, and Native Americans, and considers how the war's outcome not only transformed the boundaries of Mexico and the United States, but also shifted the balance of world powers and shaped the destinies of each nation. The package contains a teaching guide; a video segment index; maps of Mexico and the United States during the war's era and maps of present-day Mexico and the United States; and the U.S.-Mexican War classroom resource and student activities packages (including an answer key for the teacher). A reference for the U.S.-Mexican War PBS web site is provided. The accompanying video segment index references when a key event, organization, or person is featured in the video. The index contains alphabetical and subject indexes. Within the teaching guide is a section of classroom tips for using any video chapter, as well as information on links between the curriculum standards of the National Council for the Social Studies. (BT)

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US MEXICAN

TEACHER'S GUIDE

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Karen Yankowski

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U.S.-MEXICAN
WAR
1846-1848

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U.S.-MEXICAN WAR
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TEACHER'S GUIDE

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TABLE OF CONTENTS

U.S.-MEXICAN
WAR
1846-1848

Page

4 Preface
6 Curriculum Kit Contents
7 Classroom Tips for Using Any Video Chapter
8 NCSS Standards

10 EPISODE ONE - NEIGHBORS AND STRANGERS

12 Chapter 1 - Introduction
00:42 - 06:04
14 Chapter 2 - Neighbors and Strangers
06:06 - 12:00
16 Chapter 3 - The Wound
12:02 - 19:28
18 Chapter 4 - Hardest Working Man in the United States
19:30 - 23:40
20 Chapter 5 - The Terrible Word
23:42 - 28:10
22 Chapter 6 - Rough and Ready
28:12 - 33:26
24 Chapter 7 - Hostilities Have Commenced
33:28 - 44:30
26 Chapter 8 - Declaration of War
44:32 - 47:21
28 Chapter 9 - Volunteers
47:23 - 54:14

30 EPISODE TWO - WAR FOR THE BORDERLANDS

32 Chapter 1 - The Army of the West
00:42 - 10:01
34 Chapter 2 - War for the Borderlands
10:03 - 20:38
36 Chapter 3 - Native Lands
20:40 - 24:38
38 Chapter 4 - The Other Shore
24:40 - 37:16
40 Chapter 5 - They Die Like Dogs
37:18 - 41:13
42 Chapter 6 - Monterrey
41:15 - 54:14

00:42 - 06:04

These are the on-screen clock numbers to quickly cue up chapter segments.

Page

44 EPISODE THREE - THE HOUR OF SACRIFICE

46 Chapter 1 - Santa Anna Returns
00:42 - 06:11
48 Chapter 2 - Fuss and Feathers
06:13 - 11:38
50 Chapter 3 - Saltillo
11: 40 - 17:19
52 Chapter 4 - Buena Vista
17:21 - 24:58
54 Chapter 5 - The Hour of Sacrifice
25:00 - 33:55
56 Chapter 6 - Cerro Gordo
33:57 - 40:33
58 Chapter 7 - Mr. Polk's War
40:35 - 44:01
60 Chapter 8 - Dreams of Glory
44:03 - 47:34
62 Chapter 9 - The Naked Blade
47:36 - 54:14

64 EPISODE FOUR - THE FATE OF NATIONS

66 Chapter 1 - Into the Valley of Mexico
00:42 - 14:23
68 Chapter 2 - A Temporary Peace
14:25 - 18:02
70 Chapter 3 - The Fate of Nations
18:04 - 31:21
72 Chapter 4 - The Treaty of Guadalupe Hidalgo
31:23 - 41:08
74 Chapter 5 - Legacy
41:10 - 54:36

76 RELATED RESOURCES

77 Suggested Hands-On Activities

78 Instructional Television Programs

79 Web URLS

80 Bibliography

84 The U.S.-Mexican War Through the Eyes of a Geographer

87 Evaluation

PREFACE

U.S. MEXICAN
WAR
1846-1848

The U.S.-Mexican War (1846-1848) is a groundbreaking project. It is the first binational program to cover this pivotal time in history from multiple viewpoints, and it represents the first time that historians and scholars from both countries have collaborated on such a project.

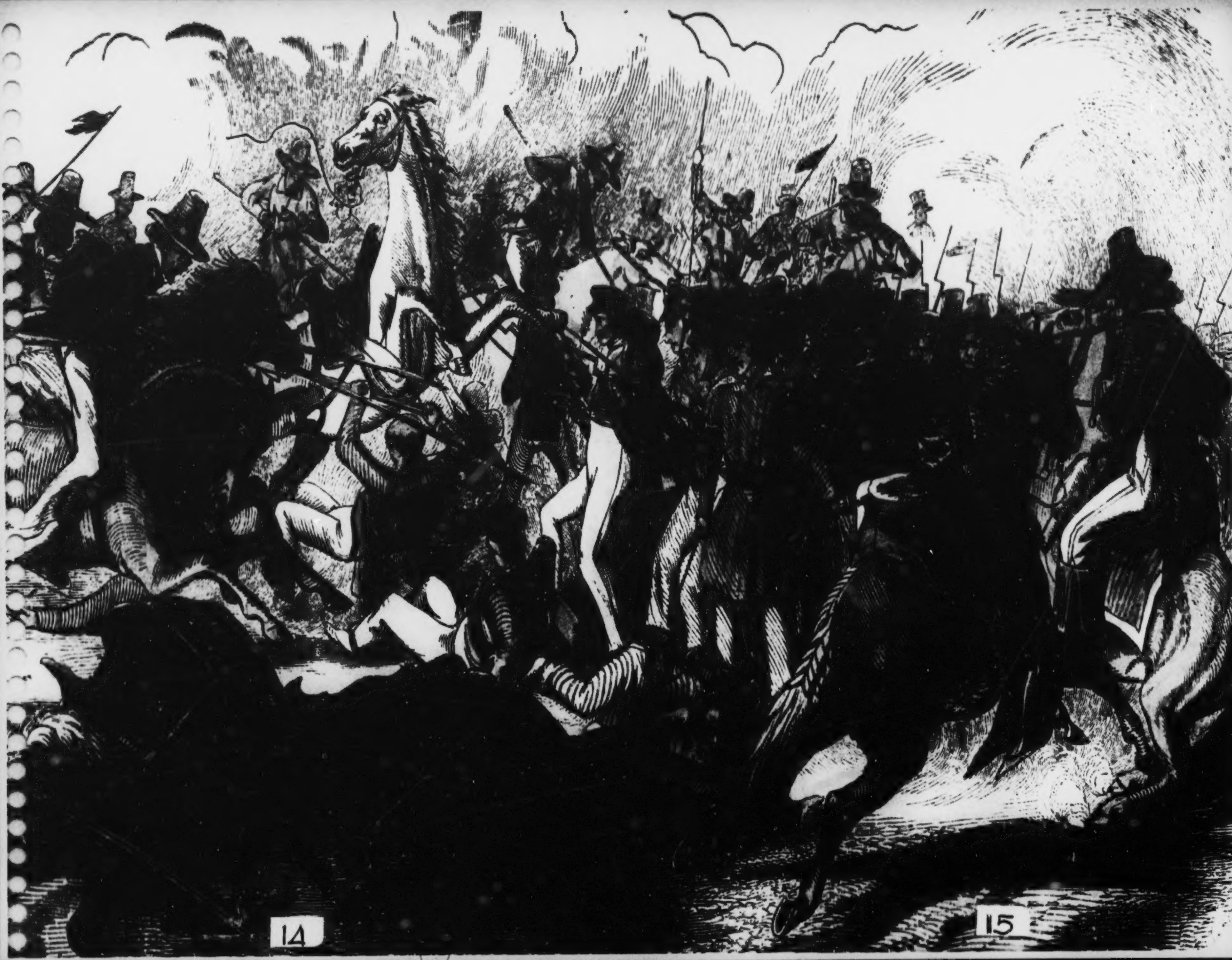
The purpose of KERA's binational education project is to provide schools and other educational institutions with accurate, substantive and editorially balanced materials that shed light on one of the most significant events in the history of the United States and Mexico. The resources we have developed not only examine the war but also address the complex issues that confronted the two young republics as they struggled to define themselves and their place in the world.

While the war lasted only two years, its outcome not only transformed the boundaries of these neighboring countries, it shifted the balance of world powers and shaped the destinies of each nation. As a result of the Treaty of Guadalupe Hidalgo, Mexico lost nearly half of its territory and the United States gained more than 500,000 square miles of land -- the present states of New Mexico, Arizona, Nevada, Utah and California as well as parts of Oklahoma, Colorado and Wyoming.

The U.S.-Mexican War education package covers a dramatic sweep of the war from multiple perspectives of Americans, Mexicans and Native Americans. The documentary and its accompanying educational elements examine the social, cultural and economic forces that shaped each country and its peoples during that crucial era. The war's events, personalities and themes are explored from multiple perspectives in a binational, multicultural context.

KERA's goal has been to produce a balanced, enlightened presentation of this complex subject. Our hope is that by exploring this period in our history, *The U.S.-Mexican War (1846-1848)* will foster a deeper understanding between the United States and Mexico.

Meeting the Charge of the Mexican Lancers at Buena Vista. *Courtesy of North Wind Picture Archives, Alfred, Maine*



CURRICULUM KIT CONTENTS

U.S.·MEXICAN
WAR
1846-1848

- **The U.S.-Mexican War (1846-1848) Documentary**
  This VHS educational edition of the documentary series features an on-screen clock for fast reference and quick cuing to video segments that teachers may wish to use in the classroom.

- **The PBS Video Segment Index**
  This time-saving booklet cross-references segments and themes in the documentary with the corresponding on-screen clock indicator, so teachers can quickly access the segment of their choice.

- **The U.S.-Mexican War Map**
  The relief map of North America invites students to consider the natural resources and shifting territorial boundaries that influenced the destinies of New World nations.

- **The U.S.-Mexican War Timeline**
  This visual reference documents significant war-related events and spotlights world events as they relate to interdisciplinary themes.

- **The U.S.-Mexican War Web Site (www.pbs.org/kera/usmexicanwar)**
  The binational, bilingual companion Web site to *The U.S.-Mexican War* features exclusive interviews with war historians and scholars who share in-depth insights into U.S., Mexican, Mexican American and Native American histories, cultures and war-related events.

- **The U.S.-Mexican War Classroom Resource and Student Activities Packages**
  The viewing guides, questions, vocabulary, period reproductions, Web Site listings and hands-on activities included in these packages are designed to stimulate classroom discussion and promote a clearer understanding of people, cultures, events and themes.

- **The U.S.-Mexican War Teacher's Guide**
  This comprehensive guide provides useful tips, resources and chapter-by-chapter information to facilitate the use of *The U.S.-Mexican War* television documentary series in the classroom.

CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER

Teachers Guide

The U.S.-Mexican War Teachers Guide is divided into four episodes with individual chapters that correlate to the television documentary. This guide provides teachers:

- Key questions to stimulate discussion
- Ideas to introduce the documentary for classroom viewing
- Suggested topics that connect the video chapter to past or future semester studies
- Background information and synopses that provide an overview of events occurring in the documentary
- Ideas for individual, group or classroom activities

Student Viewing Focus Sheets

THE U.S.-MEXICAN WAR STUDENT VIEWING FOCUS SHEETS are two-sided individual pages designed to focus students' attention on specific video chapters. Side one for teachers contains viewing questions (with answers) and vocabulary words to share with students. Side two contains viewing questions to be answered by students while watching the segment and quotes that reinforce themes presented during the viewing. These sheets can be reproduced and distributed to students prior to viewing a portion of the documentary.

Tips for Using the Video Chapters

The U.S.-Mexican War uniquely presents events and themes from multiple perspectives to promote a clearer understanding of the people, the era, the nations and the cultures involved. It is recommended that students divide into focus groups or teams to fully explore these perspectives when viewing the tapes or participating in activities.

- Use the "pause" and "replay" capabilities of the video equipment to help students focus, clarify ideas and highlight events and issues.
- Read or share the episode synopses as well as the chapter backgrounds and synopses which spotlight important themes and events occurring in each country or territory.
- Refer to THE U.S.-MEXICAN WAR TIMELINE and MAP to promote discussions about national and world events and the role that geography and natural resources play in shaping nations.
- This Teachers Guide contains several suggestions for incorporating elements in the CLASSROOM RESOURCE and STUDENT ACTIVITIES PACKAGES for use in the classroom. Teachers are encouraged, however, to use the reproductions to support their own activities and ideas.

Please Note

This Teachers Guide contains a bibliography of printed sources as well as a list of World Wide Web URLs that relate to the U.S.-Mexican War. Many of these Web sites include suggested lesson plans and student activities. Since the Web is evolving and URL addresses and content change frequently, we encourage teachers to explore these sites to confirm these links and to evaluate their usefulness before assigning the Web related activities to the students. KERA ASSUMES NO RESPONSIBILITY FOR THE CONTENT OR GRAPHICS FOUND ON THESE WEB SITES.

LINKS BETWEEN THE CURRICULUM STANDARDS OF THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

For easy reference, teachers will find that the "chapters" of the documentary, described in Part Two of this guide, are coded using the Roman numerals of applicable NCSS "strands." The following excerpts from the NCSS Curriculum Standards manual are quick reminders of what the strands represent:

I. Culture

- Compare similarities and differences, analyze and explain the ways groups, societies and cultures address human needs and concerns.
- Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- Construct reasonable judgments about specific cultural responses to persistent human issues.

II. Time, Continuity and Change

- Demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons for their views.
- Apply key concepts such as time chronology, causality, change, conflict, and complexity to explain, analyze and show connections among patterns of historical change and continuity.

III. People, Places and Environments

- Elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods and urban centers.

IV. Individual Development and Identity

- Articulate personal connections to time, place, and social/cultural systems.
- Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- Describe the ways family, religion, gender, ethnicity, nationality, socio-economic status, and other cultural influences contribute to the development of a sense of self.

V. Individuals, Groups and Institutions

- Demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals, groups, and institutions in society.
- Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions.

Source:
National Council for the Social Studies
Expectations of Excellence: Curriculum Standards for Social Studies. Library of Congress Catalog Number 94-068633

VI. Power, Authority and Governance

- Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- Explain the purpose of government and analyze how its powers are acquired, used, and justified, and the extent to which governments achieve their stated ideals and policies at home and abroad.
- Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.

VII. Production, Distribution and Consumption

- Describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- Compare how values and beliefs influence economic decisions in different societies.
- Use economic concepts to help explain historical and current developments and issues in local, national, or global contexts.

VIII. Science, Technology and Society

- Examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare.
- Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.

IX. Global Connections

- Describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.

X. Civic Ideas and Practices

- Examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making, and the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

NEIGHBORS AND STRANGERS

U.S.-MEXICAN
WAR
1846-1848

EPISODE ONE SYNOPSIS

In 1846, the United States and Mexico went to war. As a result, Mexico lost almost half of its national territory to the United States. Today, the war is a painful and bitter memory for Mexico, while in the United States it is hardly remembered at all.

Nevertheless, the war is a defining event in the history of both countries. For the United States, the war with Mexico was the nation's first foreign war and the training ground for many of the Civil War's most famous soldiers. The victory transformed the United States into a continental nation and confirmed for many U.S. citizens their belief in Manifest Destiny.

The story begins more than a decade before the war itself. Mexico is suffering in the aftermath of a devastating war for independence from Spain. To the north, the United States is growing, expanding its territory at a pace that alarms the Mexican government.

In 1836, Texans -- most of them immigrants from the United States -- rebel against Mexico. A Mexican army led by President Antonio López de Santa Anna arrives in Texas to put down the rebellion but is defeated at the Battle of San Jacinto. Santa Anna returns to Mexico and becomes President again only to be exiled to Cuba in 1845.

In December 1845, Texas is annexed by the United States, and the United States and Mexico become embroiled in a border dispute. In January 1846, U.S. President James K. Polk orders General Zachary Taylor and 4,000 troops to the Río Grande.

Santa Anna's successor as Mexico's President, José Joaquín de Herrera, indicates that his government is willing to receive an envoy to discuss the border issue. Instead, President Polk wants to propose that Mexico sell the territories of New Mexico and California to the United States. The ill-fated diplomatic mission causes Herrera to be overthrown by a militant general, Mariano Paredes. The U.S. envoy is never able to deliver Polk's offer. Hostilities between the two nations increase.

On the Río Grande, General Zachary Taylor's troops clash with Mexican forces under the command of General Mariano Arista. The battles at Palo Alto and Resaca de la Palma end in a U.S. victory. General Taylor occupies the Mexican town of Matamoros.

In Washington, Polk pushes a declaration of war through Congress. After a long and acrimonious debate, Congress approves money and volunteers to fight the war. On May 13th, 1846, President Polk signs the declaration of war with Mexico.

The Congressional call for volunteers coincides with news of Taylor's victory on the Río Grande. The response to the call is overwhelming, and steamboats filled with thousands of eager volunteers make their way down the Mississippi River towards Mexico.

In Mexico City, the government reacts with anger and disbelief to President Polk's claim that Mexico had started the war. As Taylor waits for reinforcements, the Mexican government issues a call to arms.

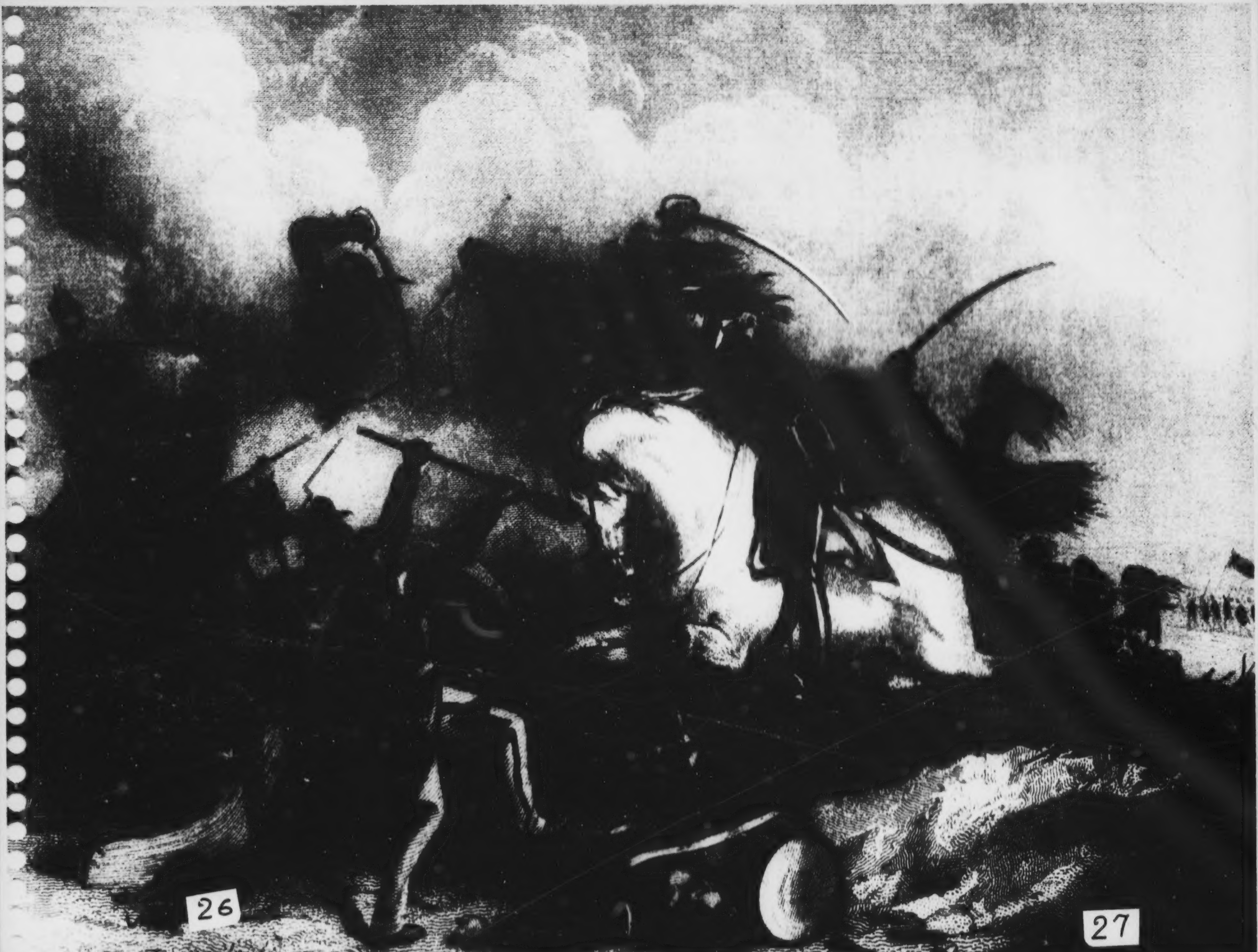
W Web Site Activities

HOTS Activities for Higher Order Thinking Skills

24

25

The Charge of Captain May at the battle of Resaca de la Palma.
By Jonathan L. Morton, courtesy of Special Collections Division, University of Texas at Arlington Libraries, Arlington, Texas



26

27

EPISODE ONE
CHAPTER 1

INTRODUCTION

LENGTH
5 minutes

00:42 - 06:04

CLASS QUESTIONS

- In 1845, John O'Sullivan wrote the phrase "Manifest Destiny." What was meant by the phrase Manifest Destiny? What was the point of view held by people who opposed Manifest Destiny?

PRIOR TO CLASS VIEWING

- Conduct a class on Manifest Destiny.
- Use THE U.S.-MEXICAN WAR MAP that shows the topography of the North American continent (without boundaries). Point to regions affected by the war and note their geographical features. Do these features provide clues to the reasons why the U.S. and Mexico went to war? (Places to note: Corpus Christi, Matamoros, Monterrey, Saltillo, Santa Fe, Chihuahua, San Diego, Los Angeles, Monterey, San Francisco, Veracruz, Puebla, Mexico City.)

CONNECTIONS TO SEMESTER STUDIES

- Review how the U.S. acquired its land:
  - as a British colony,
  - as an early republic,
  - after the Louisiana Purchase, and
  - after the 1819 Adams-Onís Treaty. Remind students that this treaty was negotiated while Mexico was fighting for its independence from Spain. What if this treaty had included what is now the U.S. Southwest?
- Pose the following questions to the class: If you were a Mexican leader in the early 19th-century, how would U.S. expansionism affect you? How did U.S. leaders view Mexico and its government after its independence?

NCSS Standards	Introduction to The U.S.-Mexican War (1846-1848)
I, II, III, IV	"In 1846, two neighbors went to war over a border traced by a river..."
I, II, V X	The saga of the U.S.-Mexican War began at the Río Grande, known in Mexico as the Río Bravo del Norte. The conflict crossed the North American landscape and, as a result, the borders of two countries, and the people who call this land home, were transformed forever.
VIII	Rare daguerreotypes captured the solemn expressions, the dress, the youth and hardship on the faces of Americans and Mexicans who went to war, of Native Americans who witnessed it, and of those whose citizenship changed as the U.S. became the new owner of their homeland.
V, X	Soon after it ended, fifteen Mexican writers, intellectuals, soldiers and politicians chronicled the war in an effort not only to document its events but to confront the enormous pain of loss. In the United States, Thomas "Stonewall" Jackson, Robert E. Lee and Ulysses S. Grant, youthful officers during the war with Mexico, prepared to confront one another in a civil war that would test the unity and fortitude of a nation.
I, III, IX	For those courageous Mexican scholars who chronicled the war, the U.S.-Mexican War was "the first time, [the two nations] came to measure their strength, and to sustain the right of their respective nations..."
V, X	What happened and why the story must be told.

STUDENT ACTIVITIES

- **Classroom Tips**
  Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide. Consider dividing the class into focus groups, representing different perspectives, for the purpose of discussing video segments.

- **Classroom Discussion**

  - Economics: Why did the United States feel that it was important to span from sea to sea? What advantages did that offer the nation in terms of additional deep-water ports and the possibilities of Pacific trade?

  - Ethnic groups: Who was most affected by the cession of land to the United States?

  - Political concepts: What are ways in which a country defines its national identity? How might the U.S. and Mexico each define itself on the eve of war? What is meant by "model republic" and "a nation's ideals"?

  - Conflict resolution: What are some ways to resolve conflicts? How might the U.S. and Mexico have approached this situation?

- **Small Group Discussion**
  Ask students to select images of people from the STUDENT ACTIVITIES PACKAGE and write an imaginary biography about the person. How old is he or she? What country is he/she from? What were memorable events in his/her life? How was his/her life and opinion shaped by where they lived? By his/her race? Work? Culture?

- **Map Skills**
  Ask the students to draw a map that shows the boundaries between Mexico and the United States in January 1846, after Texas annexation and before the war with Mexico. Have students make a presentation that focuses on some of the special characteristics of this territory.

Notes

EPISODE ONE
CHAPTER 2

NEIGHBORS AND STRANGERS

LENGTH
6 minutes

06:06 - 12:00

OBJECTIVE

Students will be able to explain how the different histories and cultures of the United States and Mexico affected relations between the two countries.

CLASS QUESTIONS

- Identify and discuss the similarities and differences between the United States and Mexico during the first half of the 19th century. In what ways were the two countries neighbors? In what ways were they strangers?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP (without boundaries) to locate your state and town. What was your area like in 1846? Which country and/or native peoples owned or controlled that land?
- Compare the amount of land that made up the United States' original 13 colonies with the additional land acquisitions of Florida and the Louisiana Purchase.
- Compare the territories and regions owned by Mexico after its War for Independence. What conditions made it difficult to populate Mexico's northern regions? How did geography influence immigration to Texas? HOTS

CONNECTIONS TO SEMESTER STUDIES

- Review the events that led to the United States' independence from Britain and Mexico's independence from Spain.
- Discuss the expansion of the U.S. through revolution, the acquisition of Florida and the Louisiana Purchase.
- Review Manifest Destiny, westward expansion and the United State's expansion plans to include Texas, and the California and Oregon territories.

NCSS Standards	United States	Mexico
II	Population: 20 million	Population: 7.5 million
VI, X	The U.S. won its independence from Britain in 1783 and formed a democratic republic governed under the Constitution of the United States and the Bill of Rights.	Mexico won its independence from Spain in 1821. Civilian attempts to establish a political system inspired by the U.S. republic model were destabilized by the interests of various groups, such as large land owners, leaders of the Catholic Church and army generals. Mexico underwent 22 changes of administration between 1821 and 1848.
I, II, V	Society was influenced by the industrial revolution.	Society operated under Spanish institutions rooted in the 1500s.
II	European-Americans settled along the Atlantic seaboard, then fanned out in westerly directions.	European-Mexicans first settled Mexico City, then spread out in concentric directions.
II, IX	The U.S. began a rapid expansion by purchasing the Louisiana territory from France in 1803 and Florida from Spain with the Adams-Onís Treaty in 1819.	Mexico claimed 1.5 million square miles of land from Spain, but the war for independence devastated its economy and population. The country had difficulty colonizing its drier northern regions but resisted attempts by the U.S. to purchase parts of the land.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Ongoing Project**
  Divide the class into focus groups of journalists - one group reporting for the United States and the other reporting for Mexico. Have each group create a newscast, multimedia presentation or newspaper that reports on their country's international tensions, political news, economic news, entertainment news and lifestyles in the 1840s. Include editorials and political cartoons illustrating points of view.

- **Web Search and Analysis**

- Research and report on commemorations and holidays in Mexico and the United States. Which national observances commemorate events that occurred during the war between the U.S. and Mexico?

Awesome Library-Social Studies
http://www.awesomelibrary.org/Classroom/SocialStudies/Holidays/Holidays.html

Mexico Connect - Current Issue and Site Access
http://www.mexconnect.com/mex/mexconctholidays.html

- Vexillology is the study of flags and emblems. Have students research the Web for information about the national flags of Mexico and the United States. What symbols and colors are on each flag and what do they represent?

- **Analyzing for Understanding**
  Analyze images from the video that show what life was like in the U.S. and in Mexico during the 1840s. Compare the similarities and differences. Select a visual from each country and have students compose an original story describing the action from an eyewitness point of view.

- **Small Group Problem Solving**
  Ask groups to select a Mexican and U.S. quote from the VIEWING CHECKLIST and defend that person's point of view.

- **Individual or Pair Activity**
  Ask students to script a dialogue between a Mexican citizen and a U.S. citizen. Use the IMAGINE A CONVERSATION diagram in the CLASSROOM RESOURCE PACKAGE.

Notes

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EPISODE ONE
CHAPTER 3

THE WOUND

LENGTH
7:30 minutes

12:02 - 19:28

OBJECTIVE

Students will be able to identify causes for tensions that existed between Mexico and the United States after the Texas revolution.

CLASS QUESTIONS

- What issues did the U.S. and Mexico face concerning states' rights in the 1830s? What effect did those issues have on each nation's ability to govern? How would the issues affect each country's ability to fight the U.S.-Mexican War?
- Why did Mexico open its Texas territory to foreign settlers?
- What reasons did Texas give for wanting to separate from Mexico?
- Why did the United States closely watch the Texas rebellion?
- Why were U.S. volunteers motivated to help Texans fight for independence?
- Why did the Texas rebellion give Mexico further cause to distrust the United States?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.

NCSS Standards	Mexico	Texas Territory
I, II, III	**In 1824, in order to secure the territory against U.S. expansion, Mexico's government established a law that offered cheap land and deferred taxes to foreign settlers who colonized Texas.**	**By the 1830s, nearly 35,000 immigrants were lured to Texas by the promise of land. Anglo-American settlers far outnumbered Mexicans.**
I, V, VI	To qualify for land in Texas, immigrants were required to become Mexican citizens and Catholics.	Texans felt little loyalty to Mexico's Constitution and laws. Few Anglo-American immigrants actually became practicing Catholics.
VI, X	Slavery became illegal in Mexico in 1829.	Texas became exempt from Mexico's anti-slavery law. Slavery was tolerated in that region because many of the Anglo immigrants who colonized Texas brought slaves with them to work the farmlands.
V, VI	Mexico changed from a federalist system to a centralized system of government. Mexico's states stood to lose much of their self-governing autonomy as the seat of government in Mexico City passed laws and rules to control their lives.	Many Texans opposed a centralized government in Mexico in favor of self-rule. Texas rebelled against Mexico in favor of setting up an independent republic.
II, III	Antonio López de Santa Anna temporarily stepped down from nation's presidency to command the Mexican army and crush the Texas revolt.	Sam Houston, the appointed commander-in-chief of the newly formed Texas army, led a revolt against Mexico. David Crockett was among the U.S. volunteers for Texas' army.
II, III	In February 1836, Santa Anna's army attacked the Texas rebels at the Alamo, an abandoned mission in San Antonio. In March, Santa Anna ordered the execution of Texan prisoners at Goliad.	Texas rebels fought a 13-day siege at the Alamo and lost. "Remember the Alamo" and "Remember Goliad" became battle cries used by Texans during the Battle at San Jacinto and when Mexico and the United States went to war 10 years later.
II, III	In April 1836, Santa Anna's troops were defeated at the Battle of San Jacinto. Santa Anna, a prisoner of war, signed two versions, one public and one private, of the Treaties of Velasco. In the private treaty, Santa Anna promised to work to get Mexico to recognize Texas' independence. Until the end of the U.S.-Mexican War, however, Mexico's government continued to view Texas as a rebellious province, and refused to acknowledge it as an independent republic.	Sam Houston was elected president of the Lone Star Republic in 1836.

- Locate Texas on THE U.S.-MEXICAN WAR MAP. Examine the natural resources of the region and discuss reasons why immigrants were drawn to Texas.

CONNECTIONS TO SEMESTER STUDIES

- Track population changes in North America.
- Discuss Manifest Destiny and the United States' desire for expansion.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE WWW

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Ongoing Project**
  Divide the class into two groups of journalists - one group reporting for the United States and the other reporting for Mexico. Have each group create a newscast, multimedia presentation or newspaper that reports on events of the Texas revolution from the perspectives of Mexico's government and Texas colonists, including Tejano and American settlers.

- **Web Search and Analysis**
  Research historical landmarks associated with Texas' fight for independence from Mexico. Have students report on the types of memorials that commemorate this event.

Lone Star Junction: A Texas and Texas History Resource
http://www.lsjunction.com/

San Jacinto Monument and Museum
http://sanjacinto-museum.org/

The Alamo
http://www.americanwest.com/pages/alamo.htm

Lone Star Link History
http://www.lonestarlink.com/history.htm

- **Analyzing for Understanding** HOTS
  Have students analyze information presented in the video and write a newspaper editorial defending the Mexican or Texan position concerning the Texas Revolution.

- **Small Group Problem Solving**

- Students can create a flowchart of events leading to the Texas Revolution. Have students write about an event and show what action was taken and by whom.
- Divide students into groups representing the viewpoints of Mexico's government, Tejanos and the Texas colonists. Why did Texas fight for independence and why did Mexico seek to keep the province?

- **Individual or Pair Activity**
  Have students choose to be a Mexican or Texan soldier who survived the Battle of San Jacinto. Write a letter home describing events of the battle.

- **Letting the Numbers Speak**
  Collect information documenting the number of Mexican and Texan casualties at the Battle of the Alamo. Are the numbers from different sources the same? Why might different sources show different numbers?

Notes

EPISODE ONE
CHAPTER 4

HARDEST WORKING MAN IN THE U.S.

LENGTH
4 minutes

19:30 - 23:40

OBJECTIVE

Students will explain how the belief in Manifest Destiny contributed to the conflict between the United States and Mexico.

CLASS QUESTIONS

- In late 1844 and early 1845, the United States' newly elected president, Congress and voters made a series of decisions that moved the U.S. and Mexico closer to war.
  - What if Henry Clay had been elected president instead of James Knox Polk? How might events during the administration have turned out differently?
  - What if Congress had not been able to agree on a compromise that led to the annexation of Texas?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Locate Mexico, Texas, New Mexico, California and Oregon on THE U.S.-MEXICAN WAR MAP.

CONNECTIONS TO SEMESTER STUDIES

- Compare presidents Andrew Jackson, "Old Hickory," and James K. Polk, "Young Hickory." What were their interests in U.S. expansion? HOTS
- Why did immigrants come to the U.S. from other countries in the mid-19th century? What were some of the economic, social and political pressures that forced them to leave their homelands? What are some of the reasons immigrants come to the U.S. today?
- Review the Texas revolt and issues raised in the U.S. about Texas annexation. Keep in mind tensions between states that supported or opposed slavery. Link issues to the approval process of the Articles of Confederation. HOTS
- Study the Monroe Doctrine in terms of what it meant as Polk faced the possibility of war with Britain and with Mexico.
- Review the history of Native Americans who lived in the borderlands. Which tribes migrated or were relocated from other parts of the continent?

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR WEB SITE*

www.pbs.org/kera/usmexicanwar

NCSS Standards	United States	Mexico
II, III	**In 1836, the Republic of Texas petitioned for annexation to the United States.**	
II, III, VI	In 1845, Congress voted to accept the annexation of Texas into the United States.	'Mexico made it known that the annexation of Texas would be grounds for war. The Mexican Minister in the U.S. broke off diplomatic relations and returned to Mexico.
I, II, VI	On March 4, 1845, James Knox Polk became the 11th President of the United States. His inaugural address reaffirmed his intentions to enforce Texas annexation and settle the dispute with Britain over the Oregon territory. Polk faced the possibility of war with both countries.	

STUDENT ACTIVITIES

- **Web Search and Analysis** WWW

- Research information about James K. Polk and U.S. presidents who served before him. What traits did Polk share with these men and their backgrounds? In what ways were his background and experiences different?

The National Portrait Gallery
http://www.npg.si.edu/col/pres/index.htm

The Presidents of the United States
http://www.whitehouse.gov/WH/glimpse/presidents/html/presidents.html

Inaugural Addresses of the Presidents of the United States
http://www.cc.columbia.edu/acis/bartleby/inaugural/index.html

- **Analyzing for Understanding**

- Read Polk's Annual Message to Congress on the front page of the replica of the "Niles Register," in the STUDENT'S ACTIVITY PACKAGE.

- HOTS Compare Polk's view of U.S. expansion found in the Annual Message to Congress with the quote by Mexican minister, General Juan N. Almonte found in the STUDENT VIEWING FOCUS SHEETS for this video chapter.

- **Map and Writing Activity** HOTS
  Ask students to draw a map or mark on THE U.S.-MEXICAN WAR MAP. Have them offer alternative solutions for how different cultures, including Native Americans, could live together in the western lands.

- **Advanced Classes** HOTS
  Consider the level of international involvement and interest during the mid-19th century. Britain was in tense negotiations with the U.S. over the Oregon Territory. At the time of the Texas revolt, the British representative, Charles Elliot, had interceded with the Mexican government to recognize an independent Texas Republic. In Mexico City, British banks, investors and diplomats were deeply involved in the Mexican economy, while France and Spain also tried to influence events in Mexico. What would it matter to these European nations whether the United States expanded or Texas remained an independent republic? What are current examples of multinational involvement in different parts of the world today?

Notes

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EPISODE ONE
CHAPTER 5

THE TERRIBLE WORD

LENGTH
6 minutes

23:42 - 28:10

OBJECTIVE

Students will describe events occurring within Mexico and the United States that led to war.

CLASS QUESTIONS

- What does it mean to "claim" territory when the terrain is unmapped and leaders only have a rough sense of boundaries?
- What happens when one country wants land claimed by another country, which refuses to part with it?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to remind students about characteristics of the territory that James K. Polk wanted for the United States:
  - California and New Mexico, which belonged to Mexico, were distant, mostly unmapped lands. For U.S. settlers to reach them required travelling from the Mississippi Valley across plains, deserts and mountains or sailing to the Pacific coastline.
  - Native Americans in the borderlands far outnumbered Mexican and American settlers. There were frequent battles over the control of land and the use of resources in areas that they occupied together.

CONNECTIONS TO SEMESTER STUDIES

- Remind the class of social, economic and political pressures on people in both countries.
  - In 1845, Mexico had only been independent for 24 years and had tested three forms of government: an oligarchy, a federalist republic and a centralist republic. The conflicts between regional leaders made it difficult to form a consensus. Lack of political and social stability made economic growth difficult. Mexico consisted of interconnected regions, which had not yet achieved a sense of national unity.

NCSS Standards	United States	Mexico
II, III, VI	In the summer of 1845, Texans voted to accept annexation as offered by the U.S. Congress.	Mexico officially stated that the annexation of Texas would be considered an act of aggression by the United States and grounds for war.
II, III, VI	Polk positioned the U.S. Army troops at Corpus Christi and the U.S. Navy in the Gulf to defend Texas against any military action by Mexico.	
II, III, VI	Polk sent Louisiana Congressman John Slidell to see Mexican president José Joaquín de Herrera with an offer to settle the Texas issue and claims submitted by U.S. citizens who cited earlier financial losses due to Mexican actions. Slidell also carried an offer to purchase California and New Mexico for $25 million.	President José Joaquín de Herrera had only agreed to discuss Texas, not the sale of any other territory.
III, VI		The Mexican press learned of the U.S. offer before Slidell arrived in Mexico. Herrera's enemies accused the Mexican president of being a traitor for his perceived willingness to sell Mexican territory.
III, VI	Slidell was insistent on proceeding to Mexico City.	Herrera asked Slidell to wait in Veracruz.
IX, X		General Mariano Paredes announced he would take over the government with his troops. Herrera resigned to preserve a degree of constitutional order. Slidell was unable to deliver his offer to either the outgoing or incoming president in Mexico City. Anyone who touched it would be accused of treason.

- Polk inherited serious economic problems and divisive sectional issues. Yet, he had a plan, experience in dealing with Congress and a self-imposed sense of urgency. Polk publicly committed to serve only one term as president, and the clock was ticking. He put pressure on Mexican leaders, not understanding how far he would have to go to meet his goals.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR WEB SITE*

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Ongoing Project**

HOTS

- Divide the class into focus teams. Let students assume the roles of courtroom participants and designate judges. Ask students to present each country's case concerning the Slidell Mission. Was Slidell's offer to buy Mexico's territories appropriate during this period of time? Was Paredes justified in accusing Herrera of treason and threatening to overturn his administration by force?

- Ask groups of students to take the position of any of the four key players – Polk, Herrera, Slidell or Paredes. Discuss what happened to the Slidell Mission and any suggestions they might offer toward a resolution if they had another chance.

- **Exercise in Problem Solving**
  Using the IMAGINE A CONVERSATION sheet from the STUDENT ACTIVITIES PACKAGE, ask students to create a dialogue between two of the players in which they try to find a solution to the conflicting goals of the U.S. and Mexico.

- **Persuasive Writing**
  HOTS
  In pairs or small groups, write a press release from either the U.S. or Mexican perspective on why the Slidell Mission failed. Present the release to the opposing side.

- **Map Exercise**

- Mark the disputed territory between the Nueces River and the Río Grande. Locate the positions of the U.S. Army at Corpus Christi, the U.S. Navy in the Gulf of Mexico and along the California coast, and John Slidell in Mexico City.

- Locate on the map any natural resources that were available in the areas of California and New Mexico that might have influenced the U.S. or Mexico's position.

Notes

EPISODE ONE
CHAPTER 6

ROUGH AND READY

LENGTH
3 minutes

28:12 - 33:26

OBJECTIVE

Students will learn how the U.S. Army, under the leadership of General Zachary Taylor, prepared for war with Mexico.

CLASS QUESTIONS

- When James K. Polk became president of the United States, he also became commander-in-chief of the nation's military forces. He had no personal military experience, but he was willing to use the military to achieve his goals. Polk's hands-on leadership during the war was a model that Abraham Lincoln studied carefully.

- What clues are in the story of the U.S. Army at Corpus Christi that reveal information about American society in the mid-19th century? What clues reveal how Gen. Taylor's troops will perform during a war?

- What happens when one country wants territory claimed by another country that refuses to part with it?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.

- Use THE U.S.-MEXICAN WAR MAP to locate the places where the first stages of the U.S.-Mexican War unfold:

Corpus Christi
Nueces River
Río Grande/Río Bravo del Norte
Matamoros
The Gulf Coast and Mexico's ports of Veracruz and Mérida

CONNECTIONS TO SEMESTER STUDIES

- Why did Gen. Taylor camp along the Nueces River? The territory claimed by the Republic of Texas was brought into the Union upon annexation. Mexico claimed that the Nueces rather than the Río Grande was the actual border with Texas. Each side disputed the other's claims based on past treaties and boundaries that were not surveyed. This was not uncommon in the 19th century. The bottom line was that the land between the two rivers was "disputed territory."

NCSS Standards	United States
III, V, VIII	General Zachary "Rough and Ready" Taylor was 61 years old and a veteran of the second Seminole War. Although he was described by one man as looking like an old farmer going to market with eggs, Taylor inspired loyalty among his troops.
III, VI, VIII	From July 1845 until March 1846, Taylor prepared 4,000 officers and enlisted men for war along the shore of the Gulf Coast and on the banks of the Nueces River. Half of the soldiers were recent immigrants who were barely trained and poorly paid. Many officers were graduates of West Point Military Academy and had a solid understanding of military tactics and strategy.
III	One officer, in particular, stood out among the enlisted men: Major Samuel Ringgold. With constant drilling, he turned his "flying artillery" unit into one of the most valuable assets of Taylor's army.
VIII	Tensions mounted as the army troops waited to see what Mexico would do and how Polk would respond.

- George Washington renounced his military status to become president of the United States, setting an example and helping to establish the principle that the military is subordinate to the civilian government. Compare this model to the model in Mexico where this principle had not yet been established.

- Study the role of the U.S. president as commander-in-chief. What do those responsibilities entail?

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Ongoing Project**
  Ask students to write journals about the war and military life from the perspectives of Mexican or U.S. soldiers. Consider developing the journals into a multimedia presentation.

- **Web Search and Analysis**

  Ask students to research and compare similarities and differences of online reproductions of period maps that detail the disputed territory.

A Shared Experience: Navigating Through History -- Cartography of the Lower Río Grande
http://www.rice.edu/armadillo/Past/Book/Part6/part6.html

Notes

EPISODE ONE
CHAPTER 7

"HOSTILITIES HAVE COMMENCED"

LENGTH
11 minutes

33:28 - 44:30

OBJECTIVE

Students will learn that the U.S.-Mexican War had far reaching affects for both countries.

CLASS QUESTIONS

- Discuss current, ongoing wars and how they got started. Why do national leaders take risks that can lead to war? Name some events that triggered past wars.

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to point out the area between Corpus Christi on the Nueces River and Matamoros on the Río Grande. In Mexico, the Río Grande was called the Río Bravo del Norte (the fierce river of the North). There are dangerous, swirling currents near Matamoros where the river water pushes toward the Gulf of Mexico.

CONNECTIONS TO SEMESTER STUDIES

- Examine the boundaries claimed by the Republic of Texas.
- After the U.S.-Mexican War, Ulysses S. Grant served as a general in the Civil War and later as the 18th U.S. President.
- Note the value of a "standing army" and "citizen soldiers."
- Abraham Lincoln's "spot resolutions," made in January 1848, referred to the incident at Rancho de Carricitos.

NCSS Standards	United States	Mexico
VI, X	**President James K. Polk's carrot-and-stick approach to get Mexico to yield its territory from New Mexico to California did not work.**	**Mexico's new president, Mariano Paredes, refused to see U.S. envoy John Slidell, even though the U.S. Army was in a threatening position poised for battle.**
III, VI	Polk increased the pressure on Mexico by ordering General Zachary Taylor to move his troops even closer to the Rio Grande, opposite the Mexican Army, which was stationed in Matamoros.	When Paredes heard that the U.S. army was on its way to Matamoros, he declared: "...from this day a defensive war begins."
III, VI, VII	On April 24, 1846, there was a skirmish between the two armies at Rancho de Carricitos. Fourteen U.S. soldiers died. Taylor wrote to Polk: "...Hostilities may now be considered as commenced."	
III	Gen. Taylor left 500 men to defend Fort Texas and took 2,000 to the coast to gather more supplies.	General Mariano Arista ordered his army to cross the Rio Grande from two directions to surround the U.S. Army. The Mexican army attacked Fort Texas.
III	On his return, Taylor encountered Arista's army ready to do battle on the plain of Palo Alto. Although his flying artillery was effective, Major Samuel Ringgold was killed and made a national hero.	The Mexican army prepared to do battle on the plain of Palo Alto.
III	When the U.S. infantry broke through the Mexican line, inexperienced troops fled for the river and many drowned trying to cross it.	Fighting commenced the next day at Resaca de la Palma, where the Mexican army had repositioned during the night.
III	On May 18, Gen. Taylor's army occupied Matamoros.	The Mexican army retreated. General Arista escaped but left behind his belongings and important maps, which the U.S. soldiers found in his tent.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR WEB SITE*

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Ongoing Project**
  Ask students to continue writing journals about the war and military life from the perspectives of Mexican or U.S. soldiers. Ask them to reflect on these first battles of the war.

- **Class Discussion**

  - What was at stake on the Río Grande for both countries' presidents, generals and soldiers? What about the citizens of Matamoros?

  - Divide the students into focus groups representing different perspectives from each country and discuss the causes of the confrontation. What could each nation have done to avoid the skirmish?

- **Exercise in Problem Solving**
  HOTS
  Ask students to write a letter to President Polk and to President Mariano Paredes advising them on what to do next and why.

- **Mental Mapping**
  Have students focus on the military maneuvers of both armies and make a presentation to the class. Why did General Arista want to surround the U.S. army? Why did General Taylor risk leaving his troops exposed at Fort Texas to get supplies at Port Isabel?

Notes

54

EPISODE ONE
CHAPTER 8

DECLARATION OF WAR

LENGTH
3 minutes

44:32 - 47:21

OBJECTIVE

Students will discuss events leading up to the U.S.-Mexican War of 1846.

CLASS QUESTIONS

- Why did President Polk and the majority of Congress support the war? What were the reasons and concerns of those who supported war and those who opposed it?
- What, at that time, could be predicted as the long-term costs, benefits and other consequences of a war with Mexico?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP and other textbook maps to review the status of U.S. states and territories at the time of the war. Why would some Americans be in favor of war? Why would others be opposed to it?

CONNECTIONS TO SEMESTER STUDIES

- Discuss the status of sectional divisiveness over slavery in the U.S. Examine the U.S. abolitionist movement.
- Discuss important events and trends in the U.S.: economic problems from 1837-1843, labor struggles, immigration and migration to affordable lands.
- Discuss the Trail of Tears and the situation for Native Americans as U.S. settlers moved westward.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR WEB SITE*

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Ongoing Project**
  Ask students to continue writing journals (or continue constructing their multimedia presentation) about the war from the perspectives of citizens and soldiers in the U.S. and Mexico. Ask them to reflect on their home situations and how their families might feel about supporting a war.

NCSS Standards	United States
III	On May 9, 1846, the same day that the U.S. and Mexico engaged in the first full-scale battle of the war, President Polk received Taylor's report (of April 26) describing the initial skirmish and the 14 American deaths.
X	Polk drafted his War Message and presented it to Congress on May 11.
X	Within the message Polk declared "American blood has been shed on American soil." Mexican scholars believe that the U.S. Army was in Mexican territory at the time.
I, III	Slavery and the future of any new lands acquired were major issues as Congress debated Polk's request to declare war with Mexico. Polk's representatives pushed the need to reinforce Taylor's army, so the vote swung towards war.
VII, X	Congress authorized $10 million and 50,000 volunteers to fight the war with Mexico.
VI, VII	Polk thought that the war with Mexico would be short, inexpensive and easy. His strategy of the "carrot and stick" to buy Mexican land, however, became far more complicated than he expected.

- **Web Search and Analysis** WWW

  Ask students to search the Library of Congress Web site for documents and speeches that give insights into the members of Congress at the time of the U.S.-Mexican War. What do these documents tell us about these men as individuals and the issues they felt strongly about?

  The Library of Congress
  http://www.loc.gov

- **Exercise in Debate**
  Divide the class into focus groups and ask them to make their case to support or oppose the war. Keep in mind that people did not always vote in regional blocks. There were regional differences as well as differences within political parties.

- **Analysis of Primary Sources** HOTS
  Read Polk's War Message, located on THE U.S.-MEXICAN WAR WEB SITE (www.pbs.org./kera/usmexicanwar.) Ask students to highlight the points they support or disagree with and to state why.

Notes

EPISODE ONE
CHAPTER 9

VOLUNTEERS

LENGTH
7 minutes

47:23 - 54:14

OBJECTIVE

Students should be able to understand the concept of nationalism.

CLASS QUESTIONS

- Why do citizens volunteer to go to war? What life experiences shape this decision? How are towns and families affected when soldiers leave for war?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to highlight routes that volunteer soldiers travelled to join General Zachary Taylor's army in Matamoros.

CONNECTIONS TO SEMESTER STUDIES

- Examine the significance of steam engines, particularly for steamship travel. What other 19th century technologies or inventions were milestone developments?
- What role did mass media play, and how did it influence public opinion?
- Discuss the legacy of the Revolutionary War and the War of 1812 and how the public viewed citizenship and patriotism during the U.S.-Mexican War.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Ongoing Project**
  Ask students to continue writing journals about the war and military life from the perspectives of Mexican or U.S. soldiers. Ask them to reflect on their reasons for going to war and how it affected their lives.
- **Class Discussion**
  During the war, people continued to migrate to the mid-West, to Oregon and to California. The Irish potato famine forced thousands of immigrants to move to the U.S., where many joined the army. Discuss the various reasons why individuals would volunteer or enlist in the military.

NCSS Standards	United States	Mexico
IX, X	After the Battles of Palo Alto and Resaca de la Palma and President's Polk's War Message to Congress, information about and support for the war appeared in newspaper articles, literature, sheet music and other forms of popular culture. Major Samuel Ringgold, the first "martyr" of the war was commemorated in song.	In Mexico City, the government reacted with anger and disbelief to President Polk's claim that Mexico had started the war. In Nuevo León, a newspaper stated that "one defeat does not decide the war. Mexico must fight to the end, and as long as there is one man remaining, he must go and fight the unjust invaders."
V, X	For personal and patriotic reasons, a wide assortment of volunteers stepped forward to fill the 50,000 slots appropriated by Congress.	A call to arms went out to all the governors of Mexico's states, particularly in the Northern states, which were the most vulnerable.

- **Exercise in Debate**
  Conduct a debate that focuses on the economic implications of war and of expanding an army of about 8,000 enlisted troops to include 50,000 volunteers. What provisions and equipment would be needed for these soldiers? How would these potential business opportunities improve an economy weakened by periodic depressions? What losses does a country suffer in terms of lives and money?

- **Visual Analysis**
  Research and examine a "call to arms" issued from either Mexico or the U.S. Compare the reasons given for why volunteers should join the army.

HOTS

Notes

WAR FOR THE BORDERLANDS

U.S.-MEXICAN
WAR
1846-1848

EPISODE TWO SYNOPSIS

In May of 1846, President Polk orders an army under Colonel Stephen W. Kearny to march 900 miles from Fort Leavenworth, Kansas, and conquer New Mexico. From there, he is to march another 1000 miles to California and conquer that territory, too.

The army includes a survey party led by Lt. William Emory. Emory's mission is to survey possible railroad routes to California, which will lay the groundwork for the westward development of the United States.

On the Santa Fe Trail, Stephen Kearny's Army of the West stops near the border with New Mexico at a trading post known as Bent's Fort. As the army crosses into New Mexico, three thousand New Mexican defenders gather at Apache Canyon outside Santa Fe, but retreat before Kearny's army arrives. On August 18th, 1846, U.S. troops enter and occupy Santa Fe unopposed.

Kearny appoints Charles Bent, one of the owners of Bent's Fort and a resident of Taos, as territorial governor and in late September leaves with one hundred and ten soldiers, including Emory's survey party, for California.

Soon after Kearny's departure, Bent's administration becomes the target of rebellion, and on January 13, 1847, Bent is killed at his Taos home by New Mexican and Pueblo Indian rebels. The revolt spreads throughout the region. In response, U.S. troops march on Taos Pueblo. After a bloody battle, the rebel leaders are captured and brought to trial. Although the trials are criticized as biased and unfair, some of the rebels are convicted and hanged.

Meanwhile, Stephen Kearny's force of one hundred and ten men make their way toward California across the desert lands of the Navajo, Apache, Pima and Maricopa tribes.

In 1846, the Mexican territory of California is inhabited by an estimated 7000 Mexican colonists, called Californios. One of these is Mariano Guadalupe Vallejo, a second generation Californio landowner in the Sonoma region north of San Francisco Bay.

Like many other Californios, Vallejo is concerned about Mexico's inability to protect California from an increasing tide of U.S. immigrants.

In June of 1846, Vallejo's fears become a reality when he is captured and imprisoned by a group of U.S. settlers in a rebellion instigated by a famous explorer and U.S Army Captain named John C. Frémont.

The settlers raise a homemade flag with the emblem of a grizzly bear. The Bear Flag Revolt, as it is later called, gives birth to the independent Republic of California.

Three weeks later, the U.S. Navy lands at Monterey. The Bear Flaggers replace their flag with the Stars and Stripes and the Republic of California is no more.

In July, U.S. Naval forces bring all of upper California under U.S. control. But in September, a Californio rebellion drives the U.S. troops out of Los Angeles.

Kearny arrives in California during the rebellion and is engaged by a force of Californio lancers near San Pascual. Although badly mauled in the fighting, Kearny's troops make their way to San Diego.

There they join with other U.S. forces and march on Los Angeles. This time, the Californio defenders are defeated, and California once again comes under the control of the United States.

A thousand miles away on the Rio Grande, U.S. volunteers are arriving by the thousands. Zachary Taylor has his hands full organizing his army and maintaining discipline among the troops. Zachary Taylor is frustrated by Washington's slow response to his request for money and supplies. His complaints contribute to a growing rift between Taylor and President Polk, who views Taylor -- by now a public hero -- as a political threat.

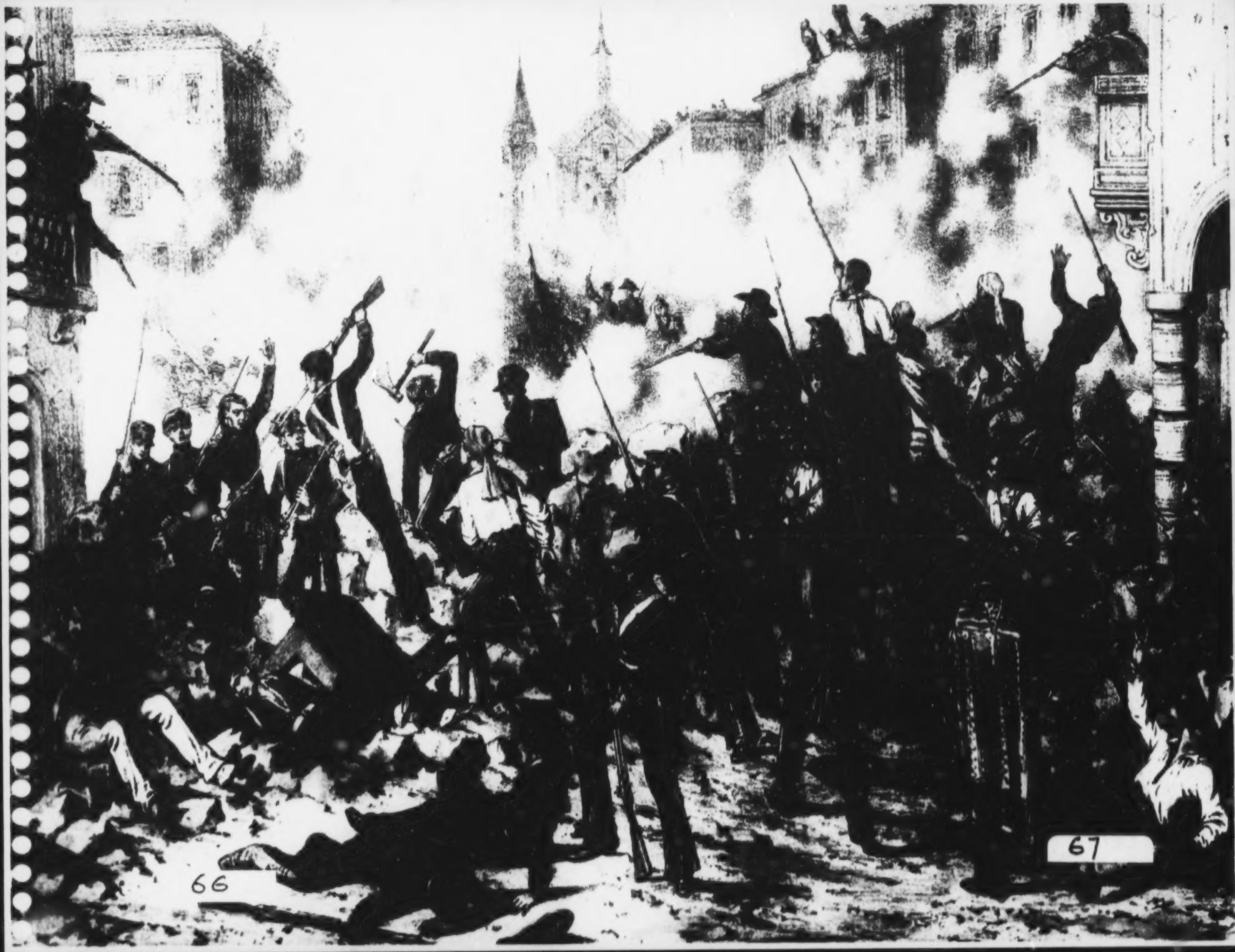
In July of 1846, Taylor moves his troops from Matamoros up the Rio Grande to Camargo, where almost 1500 soldiers -- mostly volunteers -- die of disease.

From Camargo, Zachary Taylor marches on the northern provincial capital of Monterrey, Nuevo León. After a two-day battle with heavy casualties on both sides, the city falls on September 24th. The Mexican commander, Pedro de Ampudia, negotiates an eight week armistice with Taylor, who desperately needs to rest his troops. Polk is infuriated by the armistice, but the public is delighted by news of the victory, and once again Taylor is spoken of as a future President.

WWW
Web Site Activities

HOTS
Activities for Higher Order Thinking Skills

Heroica Defensa de la Ciudad de Monterrey. *Courtesy of DeGolyer Library, Southern Methodist University, Dallas, Texas*


66
67

EPISODE TWO
CHAPTER 1

THE ARMY OF THE WEST

LENGTH
9 minutes

00:42 - 10:01

OBJECTIVE

- Students will be able to explain the military goals of the U.S. and the internal circumstances that prevented the Mexican government from helping its frontier territories.

CLASS QUESTIONS

- How did the situation in New Mexico illustrate Mexico's vulnerability in the face of U.S. expansion?
- Why were economic and trade issues so important? What are some current examples of conflicts over trade?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to call attention to the vast and diverse terrain that is the backdrop of the war. Provide a sense of distances between locations and the time it takes to travel to them.
    - Locate on the map Polk's three-pronged strategic placement of Taylor's and Kearny's army troops, as well as of the U.S. Navy.
    - Locate California's coastal ports and discuss their value and importance to Pacific trade.

CONNECTIONS TO SEMESTER STUDIES

- Discuss westward migration, including:
    - The Oregon Trail and the American communities established in the Northwest.
    - The Mormon migration to the Rockies, which was occurring during the war. Mormon volunteers joined with Kearny to form the Mormon Battalion.

NCSS Standards	United States	Mexico
II, III, V, IV	**On May 13, 1846, President James K. Polk signed a Declaration of War** against Mexico. At that time, two parts of his military strategy were already in place: General Zachary Taylor's army was positioned at the Río Grande and the U.S. Navy was in the Gulf of Mexico and along the California coast.	**Sonora, Sinaloa, Puebla, Jalisco and other Mexican states staged revolts** against President Mariano Paredes' government. Yucatán declared its independence once more.
II, III, V, VI	Polk's third strategy was an overland campaign to claim Mexico's northernmost territories of Nuevo México and California. He ordered Colonel Stephen W. Kearny to form the Army of the West, comprised of professional troops and 1,000 volunteers. Kearny and his army began the march west along the Santa Fe Trail in June.	As Paredes struggled with nationwide revolts, he faced the threat of U.S. troops invading northeast Mexico and a U.S. naval blockade of Mexico's gulf ports.
I, II, III, V, VI, VII	On July 28, 1846, Kearny reached Bent's Fort, a trading post on the edge of Mexico's territory. The Bent brothers had strong ties to Mexican and Native American cultures. William married Owl Woman, the daughter of a Cheyenne holy man. Charles Bent married María Ignacia Jaramillo, cousin to Governor Armijo.	Paredes could offer no assistance to New Mexico against the oncoming U.S. troops. His presidency was in crisis as his hometown of Guadalajara joined the revolt. Paredes mobilized Mexican troops to lay siege to Guadalajara and put down the rebellion.
I, III, IV		New Mexicans feared the growing influence of Americans like the Bent brothers. But they were without protection or assistance from Mexico's government and wanted to share in the commerce and benefits. The New Mexicans reached a level of understanding with the Americans.

- Discuss the effects of westward migration on Native American tribes, such as Pueblo, Navajo, Apache, Comanche, Cheyenne and Ute peoples. How did they react? How did the migration of Eastern tribes to the West affect native peoples living there?

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE WWW

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Ongoing Project**

- Conduct a classroom discussion on how Mexicans living in the borderland territories may have felt about a lack of support from their government. Did they feel capable of handling threatening situations themselves or did they feel abandoned?

- Use THE TEXAS GAME diagram in the CLASSROOM RESOURCE PACKAGE to discuss the resources and living conditions in New Mexico as compared to Texas.

- **Analyzing for Understanding**

- HOTS Research and write personal stories of interrelationships between American and Mexican traders who were conducting business in Mexico's borderlands. Ask students to compare the similarities and differences of these relationships in Texas, New Mexico and California.

- Compare the quotes by Jesús Velasco-Márquez and David Weber found in the STUDENT VIEWING FOCUS SHEETS of this chapter. What insights do their comments provide as to reasons why settlements in New Mexico received little aid from Mexico?

- **Web Search and Analysis** WWW
  Ask students to research period maps on the Web. Compare U.S. and Mexican territorial and political interests.

- **Persuasive Writing**
  Research the causes for the Mormon immigration to the West. Write a letter to President Polk requesting that the Mormons be allowed to join Kearny's army. Research the Mormon Battalion.

- **Letting the Numbers Speak**

- Trace the Santa Fe Trail and show its connections from the U.S. through St. Louis to the interior of Mexico by way of Chihuahua. Ask students to research the quantity and kinds of merchandise that travelled both directions on the route.

- Outline or graph the population estimates of various Native American tribes and Mexicans living in New Mexico.

- **Analysis: Surveyors and Manifest Destiny** HOTS
  Research sources to learn about the vocation of a surveyor or topographical engineer, such as Lt. William Emory. What is the significance of their work, and how does it relate to Manifest Destiny?

Notes

EPISODE TWO
CHAPTER 2

WAR FOR THE BORDERLANDS

LENGTH
6 minutes

10:03 - 20:38

OBJECTIVE

Students will be able to discuss attempts by Indians and Mexicans to defend their homes.

CLASS QUESTIONS

- What is the 19th century view of war and the use of force?
- What impact did Polk's strategy have on native peoples? How did relationships between Mexicans and Americans differ from relationships between Indians and Americans?
- How might the conflict between the U.S. Army and Mexican civilians have been avoided?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Remind students of other war-related events occurring elsewhere between the two countries.

CONNECTIONS TO SEMESTER STUDIES

- Study actions, such as the Indian Removal Act, Trail of Tears and earlier Indian wars and battles, that relate to powers of government determined in the U.S. Constitution.
- Consider the ripple effect that Indian removal and migration from the eastern half of the U.S. had on native peoples located in the Southwest.
- Discuss the Santa Fe Trail and the role that commerce played in westward expansion and Manifest Destiny.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

NCSS Standards	United States	New Mexico
II, III, VI	Colonel Stephen W. Kearny began crossing the Arkansas River into Mexican territory on his way to Santa Fe.	New Mexico's governor, General Manuel Armijo, called for volunteers to defend their country against the U.S. army. Three to four thousand New Mexicans gathered in Apache Canyon, but they were poorly armed and disbanded before the U.S. army arrived.
I, II, III, VI	Kearny, who had been promoted to the rank of general, occupied Santa Fe without a shot being fired.	Armijo fled to Chihuahua. Acting governor, Juan Bautista Vigil y Alarid, surrendered to Kearny.
I, II, III, V, VI	Kearny met with delegations of Indian groups to explain the occupation. He appointed Charles Bent as a provisional governor.	In January 1847, a revolt that began in Taos and surrounding towns left a number of Americans dead including Charles Bent.
I, II, III, V, VI	Kearny and his troops pushed on toward California as Colonel Sterling Price led five companies of U.S. troops against Taos Pueblo. As Price approached Taos, he defeated more than 2,000 rebels.	Nearly 700 rebels and their families took refuge in Taos. The final battle ended with 150 New Mexicans and Pueblo Indians dead. Fifteen leaders were captured, brought to trial and sentenced to death.
V, VI	The revolt was over. Tensions continued, but there was no further challenge to the U.S. occupation in New Mexico.	

STUDENT ACTIVITIES

- **Ongoing Project**

  Divide the class into focus groups of journalists - one group reporting for the United States, one reporting for Mexico and one reporting for the Pueblo Indians in New Mexico. Have each group create a newscast, multimedia presentation or print newspaper that reports on the Taos Rebellion. Include editorials and illustrations that document all points of view.

- **Web Search and Analysis** WWW

- Conduct a search for online resources that document the oral and written histories of Native Americans. Ask students to research and report on the history of one of the Plains Indian tribes. From where did they originally migrate? Where are they located today, and what is their current population?

Smithsonian Institution National Museum of the American Indian
http://www.si.edu/

Index of Native American Resources on the Internet
http://hanksville.phast.umass.edu/misc/NAresources.html

- **Analyzing for Understanding**

- Talk about present-day Taos. In the video documentary, note that the church, cemetery and Taos Pueblo are actual places where the rebellion occurred and the dead were buried.

- **Persuasive Writing** HOTS

  Read the quote by Richard Deertrack found in the STUDENT VIEWING FOCUS SHEET for this chapter. Ask students to write reasons to support or refute Deertrack's position.

- **Geography and Mapping Skills**

- Ask students to mark Kearny's route on THE U.S.-MEXICAN WAR MAP from Ft. Leavenworth, near Kansas City, to Santa Fe. Have students make a presentation on the terrain and climate.

- Read "The U.S.-Mexican War Through the Eyes of a Geographer" essay at the end of this guide and comment on the insights contributed by the author.

Notes

EPISODE TWO
CHAPTER 3

NATIVE LANDS

LENGTH
4:30 minutes

20:40 - 24:38

OBJECTIVE

Students will describe the geography of the area, how it affected the lives of Indians living there and the difficulties it posed for the U.S. Army.

CLASS QUESTIONS

- Essentially, what is the position of native peoples in this conflict between the United States and Mexico? How might their positions vary based on their different histories with Mexicans and Americans? How were their lives changed before and during the war?
- Why were there so few Spanish, and later Mexican, settlements in the region?
- Why did the Apaches feel that an alliance with Americans against the Mexicans was appropriate?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Remind students of other war-related events occurring at the same time as events in this segment.

CONNECTIONS TO SEMESTER STUDIES

- Discuss the history of relationships between Native Americans and the U.S. government.
- Discuss the importance of railroads in U.S. expansion.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Mapping Exercise**
  Use THE U.S.-MEXICAN WAR MAP to trace Kearny's route from Santa Fe and Albuquerque, along the Gila River and across the Colorado River to San Diego. Why did Kit Carson warn General Kearny that it would be a difficult journey?
- **Classroom Discussion**
  What role does geography play in U.S. expansion, and particularly the desert and mountainous terrain that the U.S. claimed at the end of the war with Mexico? What needed to happen before the U.S. could "control" this land?
- **Analyzing for Understanding**
  Research the diversity of Indians in Mexican territory from Santa Fe to San Diego. Map the general locations of these people.

NCSS Standards	United States
II, III	After the conquest of New Mexico, General Stephen Kearny left Santa Fe with 110 men led by legendary Taos trapper, Kit Carson.
III	Topographical engineer Lieutenant William Emory and his team travelled with Kearny's troops to survey the landscape for potential railroad routes. Emory kept a detailed journal describing the terrain, vegetation and wildlife, as well as interactions between native peoples.
I, III, IV	Many of the Indian peoples in the Southwest have a deep religious connection with the land.
II,V	General Stephen Kearny and his men became dependent on different Indian communities for supplies and pack animals.

- **Individual or Pair Activity**
  Use the IMAGINE A CONVERSATION diagram in the CLASSROOM RESOURCE PACKAGE to set up a dialogue between an Indian chief and Lt. William Emory. Use Emory's quote found in the STUDENT VIEWING FOCUS SHEET for this segment. Develop reasons why the Indians might want to help the U.S. Army.

- **Geography and History**
  Read the essay on "The U.S.-Mexican War Through the Eyes of a Geographer" at the end of this guide. Ask students to write an essay about their impressions as they relate to scenes in the documentary.

- **Biography as History**
  Have students research and write a biography on Kit Carson. He lived in Taos and, like William Bent, was married to an Indian woman. Which war-related events and locations was Carson associated with?

Notes

EPISODE TWO
CHAPTER 4

THE OTHER SHORE

LENGTH
13 minutes

24:40 - 37:16

OBJECTIVE

Students will develop an understanding of the role California played in the U.S.-Mexican War.

CLASS QUESTIONS

- How did Spain colonize California, and what problems emerged? How did an independent Mexico govern it?
- What pressures did Californios experience and what were their options?
- How was California conquered?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.

CONNECTIONS TO SEMESTER STUDIES

- Compare French, Russian and British fur traders and businesses with American fur traders and U.S.-operated businesses.
- Discuss the establishment of the Spanish missions in California and their collapse in the mid-1830s.
- Discuss the experiences of native peoples when confronted by Mexican and U.S. settlers and governments.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE WWW

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Class Discussions**
  - Compare and contrast reasons why Americans immigrated to California, New Mexico and Texas. HOTS

NCSS Standards	United States	California
II, III, VII		The 7,000 Californios who lived along the coastal plains were far outnumbered by native peoples. The ports of Monterey, Los Angeles and San Diego supported trading and whaling ships from different nations, and cowhides were popular, valuable exports.
I, II, III, VI	In December 1845, Captain John Frémont, son-in-law of the powerful senator, Thomas Hart Benton, arrived in northern California with 65 heavily armed men and planted a U.S. flag on a mountain top.	
II, III, V	Frémont and his men escaped to Oregon, but encouraged American immigrants to revolt. These "Bear-Flaggers" arrested one of the most pro-American Californios in the area, Mariano Guadalupe Vallejo.	
I, II, III, VI	On July 7, 1846, U.S. Navy Commodore John Sloat and his forces occupied Monterrey.	In northern and southern California, Mexicans resisted the conquest of California in a series of battles. One was against General Stephen Kearny's company of dragoons and surveyors as they ended their march from Santa Fe.
VI	By January 1847, the battles ended and the U.S. flag flew uncontested over Los Angeles.	

- Terms like "push" factors (reasons to leave home) and "pull" factors (appealing qualities of a new place) are used in discussions about migration and immigration. What social, political and economic pressures were happening in the U.S. that would "push" migrants to those areas? Discuss the influence of newspapers or other printed literature in attracting people to California and Oregon.

- Have students project how the California Gold Rush of 1849 would change the size and diversity of the population.

- **Web Search and Analysis** www
  Ask students to search and report on the meanings of the name "California" and the history of its flag.

- **Mapping Activity**
  Ask students to plot the Oregon Trail and one of the routes to California. Write about the obstacles immigrants would encounter on the routes. (The Donner Party met with tragedy in the winter of 1846-47 in the midst of the U.S.-Mexican War.)

- **Biography as History**
  Ask students to research and write biographical reports on Mariano Guadalupe Vallejo and Thomas Larkin, the U.S. consul in Monterey at the time of the war. Their relationship reveals the complexity of business and personal connections between Californios and Americans.

Notes

82

83

EPISODE TWO
CHAPTER 5

"THEY DIE LIKE DOGS"

LENGTH
4 minutes

37:18 - 41:13

OBJECTIVE

Students will be able to explain the physical hardships experienced by a large military force.

CLASS QUESTIONS

- Soldiers face more than human enemies during a war. List some examples.
- How is a war affected by the availability or lack of medical knowledge and supplies?
- How can political factors influence military decisions?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to orient students to the different military operations underway in the summer of 1846. Locate the Mexican towns of Matamoros and Camargo on the Río Grande and Monterrey in northeastern Mexico.

CONNECTIONS TO SEMESTER STUDIES

- Discuss the health conditions in various parts of the U.S. Outbreaks of smallpox, malaria and cholera were prevalent in crowded port cities like New York, Boston and Charleston and were also found in various states.
- Many officers and soldiers who fought in this war would also fight in the Civil War, such as Ulysses S. Grant, Robert E. Lee and George McClellan. What lessons would they have learned about camp sanitation and health care during the U.S.-Mexican War?

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Analyzing for Understanding**
  - Compare the realities of war with the romanticized ideas that some soldiers brought with them. HOTS
  - Discuss the uneasy relationship between Zachary Taylor, the general on location, and James K. Polk, the commander-in-chief in Washington. Their communication was only as fast as the time it took to travel the distances between them. If there were an eroding trust between them, what effect would that have as the war continued? How do fast, modern communication systems affect events and people's responses today?

NCSS Standards	United States
III, VI	In the summer of 1846, General Zachary Taylor added thousands of volunteers to his troops -- the largest force he had ever commanded. Most of the volunteers had never served in an army.
II, III, VI, VIII, IX	Taylor stationed some of the volunteers along the Río Grande and the majority near the Mexican town of Camargo. Taylor and his troops faced the basic but essential questions concerning food, transportation, supplies and sanitation. The General complained about a lack of support from Washington.
III	When a river flooded the Camargo area, wet conditions, high temperatures and ignorance of camp sanitation created a faceless enemy among the soldiers. Fifteen hundred men who sought to fight a war fought disease and death instead.

- **Small Group Problem Solving**
  Ask students to make a presentation about camp conditions of the U.S. and Mexican armies.

- **Persuasive Writing**
  Ask students to write letters or poetry from the point of view of: U.S. soldiers at Camargo, Camargo citizens who were also getting sick or families who were concerned about their loved ones who had gone to war. The exercises can be done in conjunction with one of the U.S. or Mexican daguerreotypes included in the STUDENT ACTIVITIES PACKAGE.

Notes

EPISODE TWO
CHAPTER 6

MONTERREY

LENGTH
13 minutes

41:15 - 54:14

OBJECTIVE

Students will gain an understanding of the movements into Mexico by the U.S. Army and the political developments of the time.

CLASS QUESTIONS

- What was the purpose of the attack on Monterrey?
- Was this battle necessary? For whom and why?
- Why was Polk so angry with the outcome?
- What are the personal sacrifices suffered by both soldiers and civilians on and off the battlefield?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to locate events occurring between August and September 1846:
- June -- President James K. Polk successfully negotiated a treaty with Britain for the Oregon Territory.
- July -- Northern California (Monterey and San Francisco) was occupied by the U.S. Navy after the Bear Flag Revolt.
- August -- the Wilmot Proviso was attached to an appropriation bill for war funding.
- August -- Santa Anna returned to Mexico from his exile in Cuba.

NCSS Standards	United States	Mexico
II, III, VI	After the victories at Palo Alto and Resaca de la Palma, General Zachary Taylor, without clear-cut orders, chose Monterrey as the next target and began the march in September 1846.	General Antonio López de Santa Anna returned to Mexico from his exile in Cuba. He immediately assumed command of the army.
III, VII		Monterrey was the most important center of commerce and government in northeastern Mexico. As Taylor approached, the city prepared to celebrate its 250th anniversary.
II, III,VI		Santa Anna sent orders to General Pedro de Ampudia to stop building defenses in Monterrey, but Ampudia refused to abandon the city.
I, II, III	Taylor conducted his first campaign against a city. He split the army in two and attacked from both sides. The battle was costly for Americans and Mexicans.	Ampudia requested a truce.
I, II, III	Taylor agreed to an eight-week armistice and allowed Mexican soldiers to keep their weapons as they withdrew.	
III, VI	President James K. Polk was furious when he received news of the armistice. He felt that if Taylor had captured the Mexican army at Monterrey, the war might have ended.	
I, II, III, VI	The Wilmot Proviso was attached as an amendment to a Congressional appropriations bill. The appropriation bill failed. But the Wilmot Proviso, which proposed that slavery not be allowed in any new territories acquired by the U.S., became a rallying call to anti-slavery forces as people considered the impact that newly acquired land would have on growing sectional tensions.	

- August -- Santa Fe, New Mexico, was occupied by General Stephen W. Kearny and his Army of the West.

- August -- Southern California (Los Angeles) was occupied by the U.S. Navy and Marines.

CONNECTIONS TO SEMESTER STUDIES

- Review the development of Manifest Destiny in the U.S.

- Examine the role played by Texas Rangers in the U.S.-Mexican War as well as the legacy of their activities in Texas and Nuevo León prior to 1845.

- Describe the life led by women who remained on the "homefront" in both the U.S. and Mexico during the war.

- Discuss the Wilmot Proviso and the growing sectional tensions in the U.S.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

WWW

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Classroom Discussion**

  HOTS

  Divide the class into focus groups and discuss the implications of the battle in Monterrey and the armistice from the perspective of Washington and Mexico City. Looking at the map, what was at stake for both countries? What was the purpose of the battle? Why did the war not end here?

- **Analyze for Understanding**

HOTS

- Ask students to write about the personal sacrifices of war from the point of view of widows, disabled soldiers and others who suffered personal losses. Are these sacrifices universal to all wars at all times? One research activity would be to obtain a copy of an 1846 publication and ask students to comment on the articles related to war, death, loss, foreigners and the romantic treatment these stories received.

- Ask students to interview war veterans or relatives of those who have fought in wars and explore issues of honor, patriotism, loss and sacrifice.

Notes

THE HOUR OF SACRIFICE

U.S.MEXICAN
WAR
1846-1848

EPISODE THREE SYNOPSIS

From his exile in Havana, Cuba, former Mexican President Antonio López de Santa Anna tries to stage a return to Mexico. In an effort to arrange safe passage through the U.S. naval blockade, Santa Anna tells President Polk's envoy that he will work to bring about the sale of California to the United States. Polk decides to permit Santa Anna to return.

On August 4th, 1846, forces loyal to Santa Anna overthrow the Mexican government of Mariano Paredes. Santa Anna returns to Mexico and immediately starts to organize an army to oppose the U.S. invasion.

In Washington, President Polk is persuaded that he must open a second front against Mexico by invading the country at Veracruz and marching on Mexico City. In spite of the President's personal and political differences with General Winfield Scott, Scott is given the command. In order to carry out the invasion, Scott requires veteran troops belonging to Zachary Taylor. When Taylor learns that he will lose half of his army to accommodate Scott, he launches a furious, but unsuccessful, protest.

Meanwhile, Santa Anna learns of the invasion plan though captured documents. Knowing that Taylor has lost half of his troops to Scott, Santa Anna plans to march north to destroy the remainder of Taylor's army, then turn to meet Scott at Veracruz.

Under enormous political pressure to win a military victory, Santa Anna sets out from San Luis Potosi on January 27, 1847, with an army of almost 20,000 soldiers. Severe winter weather turns the march north into a battle for survival, and Santa Anna loses almost a quarter of his troops along the way. On February 23, 1847, Santa Anna's troops meet Zachary Taylor's army on a furrowed plain southwest of Saltillo near the small hacienda of Buena Vista. Although Taylor's troops are mostly inexperienced volunteers and are outnumbered three to one, the two armies fight to a draw. Unexpectedly, Santa Anna leaves the field and returns to San Luis Potosí, arriving with only half of his original force.

At Veracruz, Winfield Scott prepares to launch the first major amphibious invasion in United States history. Veracruz asks for help from Mexico City, but a political revolt has paralyzed the capital. On March 9, 1847, Scott starts the invasion. As the Mexican defenders dig in behind the city walls, 10,000 U.S. soldiers, thousands of draft animals and tons of equipment are landed on the beach at Veracruz. Scott's troops surround the city, but Veracruz refuses to surrender. On March 22, 1847, Scott begins a devastating artillery bombardment with mortar and heavy cannon. For four punishing days, Veracruz holds out. Finally, the city surrenders.

In Mexico City, Santa Anna successfully negotiates an end to the revolt and leaves towards Veracruz to stop Scott's advance. The Mexican general fortifies a position on the National Road seventy miles from Veracruz in the hills near the tiny village of Cerro Gordo.

On April 17th and 18th, the U.S. and Mexican soldiers meet at Cerro Gordo in a battle that turns into a rout of the Mexican army. Scott continues his advance on Mexico City, pausing in Puebla to rest and reorganize his troops. Santa Anna, who was able to escape the carnage at Cerro Gordo, organizes the scattered remnants of his troops and falls back to Mexico City to defend the capital.

In Washington, U.S. President James K. Polk faces an increasingly powerful political opposition to the war. Anti-slavery forces fear that the war will expand slave territory; other opponents criticize the mounting cost of the war. Hoping that the U.S. military pressure on Mexico will force the Mexican government into negotiations, Polk sends a diplomat named Nicholas Trist to travel with Scott's army. At first, Scott resents what he views as a challenge to his authority. The equally thin-skinned Trist responds in kind, and the two men refuse to speak to one another for six weeks.

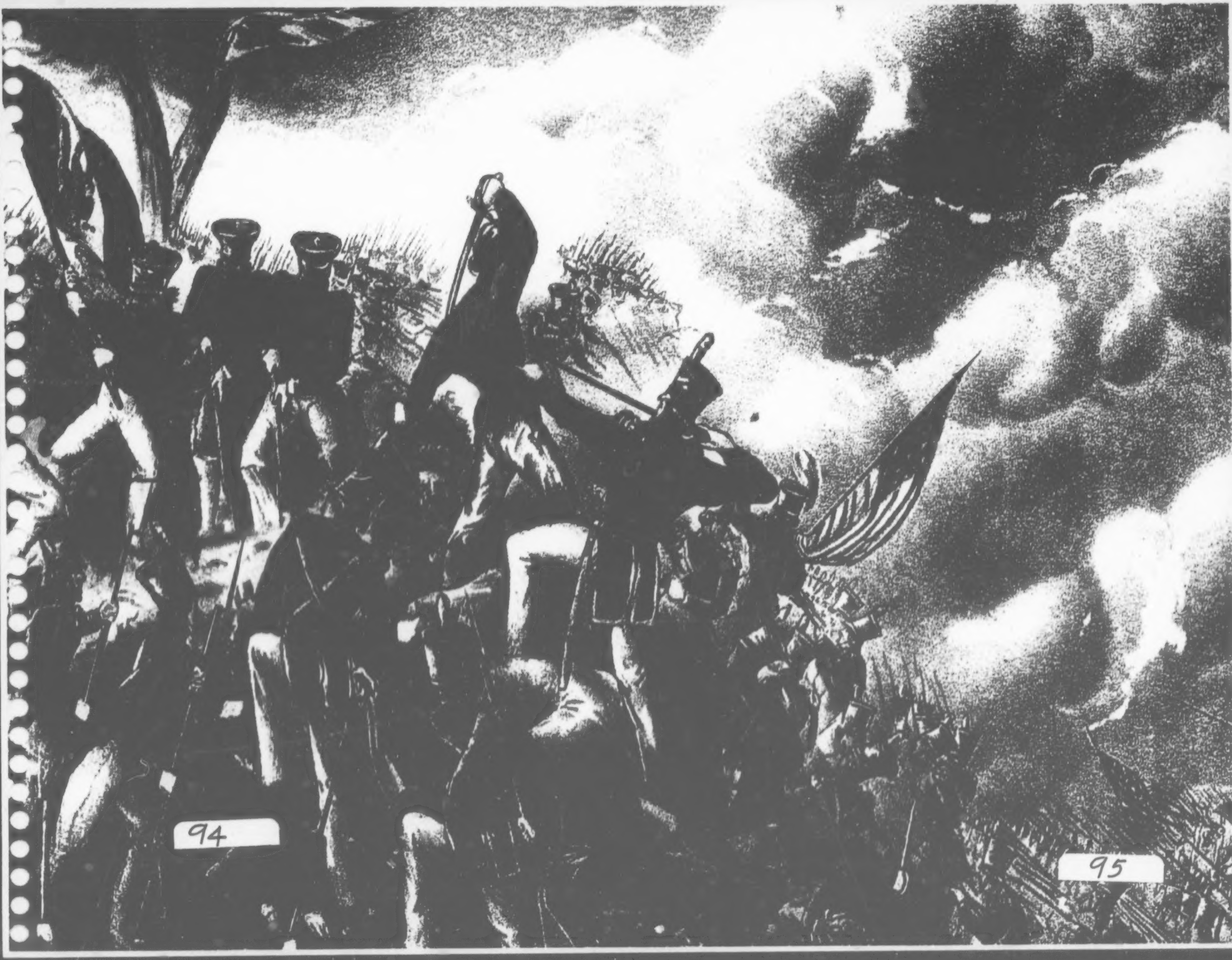
Eventually, a conciliatory letter and a gift of guava marmalade enable Scott and Trist to resolve their differences. But Scott is faced with another problem: his supply lines to Veracruz are under constant attack by Mexican bandits and guerrilla forces.

In a move many consider foolhardy, Scott decides to cut his supply lines and live off the land as he penetrates deeper into Mexico. On August 5th, 1847, he gives his troops the order to leave Puebla and march on to Mexico City.

W Web Site Activities

HOTS Activities for Higher Order Thinking Skills

Battle of Cerro Gordo. *Lithographed and published by Nathaniel Currier, courtesy of Prints and Photographs Division, Library of Congress, Washington, D.C.*



94
95

EPISODE THREE
CHAPTER 1

SANTA ANNA RETURNS

LENGTH
5:30 minutes

00:42 - 06:11

OBJECTIVE

- Students will examine the effects of political actions on international events.

CLASS QUESTIONS

- Why was Antonio López de Santa Anna's return from exile in Cuba to Mexico important, even though he was mistrusted by many Mexicans?
- Why was President James K. Polk willing to risk Santa Anna's return? What might have happened if Santa Anna had not returned to Mexico and regained leadership?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to locate the Oregon Territory, where U.S. negotiations were just completed with the British. Locate Cuba, where Santa Anna lived during his exile.

CONNECTIONS TO SEMESTER STUDIES

- Discuss how U.S. immigration affected the Oregon Territory, and its impact on negotiations for the territory.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Classroom Tips**
  Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide. Consider dividing the class into focus groups, with different perspectives, for the purpose of discussing video segments.
- **Classroom Discussion**
  Reenact an imaginary meeting between President James K. Polk and General Antonio López de Santa Anna. (The two leaders actually never met.) Ask students to take roles as U.S. and Mexican citizens and to advise these presidents meeting for the first time during a critical period of the war.

NCSS Standards	United States	Mexico
II, III, VI, IX	In February 1846, President James K. Polk quietly received an offer from Mexico's exiled leader Antonio López de Santa Anna: If Polk would allow Santa Anna to pass through the U.S. blockade in the Gulf of Mexico, Santa Anna, in return, would work to bring about the sale of California to the U.S.	U.S. envoy John Slidell continued to wait in Mexico for a meeting with Mexican president, General Mariano Paredes.
II, III, IV, IX	In July 1846, Polk sent a representative (the nephew of John Slidell) to Cuba to meet with Santa Anna. After the interview, Polk then sent orders to let Santa Anna through the U.S. blockade at Veracruz.	Supporters of Santa Anna joined with enemies of Paredes to force the president out of office.
II, III		On August 16, Santa Anna returned to Mexico and immediately assumed command of the army.
I, II, VI		Rumors spread concerning Santa Anna's suspected deal with Polk. When Mexico's newly elected Congress cast its votes, however, the general was elected president by a narrow margin.
III, VI		Santa Anna concentrated on rebuilding the army in San Luis Potosí. His vice president, Valentín Gómez Farías, became acting president during Santa Anna's absence from Mexico City.

- **Research, Writing and Portrait Analysis**
  Ask students to prepare biographies of President James K. Polk and Antonio López de Santa Anna, who served as both president of Mexico and commanding general of the Mexican army. What were their strengths and weaknesses as leaders? Have students make a presentation.

Notes

EPISODE THREE
CHAPTER 2

FUSS AND FEATHERS

LENGTH
5:30 minutes

06:13 - 11:38

OBJECTIVE

Students will examine the role internal political developments may have on international events.

CLASS QUESTIONS

- How important is trust between civilian and military leaders? What happens when political and military interests collide in the midst of war?
- How do tensions between President James K. Polk and the U.S. generals compare to the tensions between General Antonio López de Santa Anna and Mexico's leaders? Do these similarities and differences provide clues to the outcome of the war?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to plot the triangle between Mexico's General Santa Anna in San Luis Potosí, U.S. General Zachary Taylor in Saltillo and U.S. General Winfield Scott's destination of Veracruz. Events occurring within this triangle will greatly affect the outcome of the U.S.-Mexican War.

CONNECTIONS TO SEMESTER STUDIES

- Define the president's role as commander-in-chief according to the U.S. Constitution.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Ongoing Project**
  Divide the class into focus groups of journalists - one group reporting for the United States and the other reporting for Mexico. Have each group interview the generals Santa Anna, Zachary Taylor and Winfield Scott. Have the reporters quiz the generals about their strategies and goals of their campaigns.
- **Classroom Discussion**
  - Discuss the dangers of infighting between a nation's leaders and generals.

NCSS Standards	United States	Mexico
I, II, III	General Zachary Taylor defeated the Mexican army at Monterrey and occupied Saltillo in the Fall of 1846. President Polk waited to see if Santa Anna would keep his word concerning California after his return to Mexico.	General Santa Anna was under pressure to disprove circulating rumors that he had made a deal with the U.S. president.
II, VI	President Polk and General Winfield Scott decided to act on a plan to land the army in Veracruz and prepare an attack on Mexico City.	
II, VI	Polk and Scott decided that Taylor's army would provide the majority of troops to sustain Scott's invasion. Taylor was furious at losing so many experienced soldiers.	Santa Anna's troops intercepted a pouch of military mail and discovered the U.S. plan to invade Veracruz. Santa Anna also learned that General Taylor's army would be weakened by a loss of men to Scott's army.
I, III	Lines between political and military interests became blurred. Supporters of Taylor began positioning him as a potential presidential candidate.	Santa Anna weighed his possibilities and decided to attack Taylor in the North. The Mexican troops were largely inexperienced recruits and were not ready for battle.

- Weigh the risks and benefits of Polk's decision to have General Scott invade Veracruz. Weigh the risks and benefits of General Santa Anna's decision to attack General Taylor's troops. What did he hope to gain with the campaign? **HOTS**

- **Small Group Problem Solving**
  Use the IMAGINE A CONVERSATION diagram in the CLASSROOM RESOURCE PACKAGE to develop a dialogue between the generals Taylor and Scott concerning the transfer of soldiers to Scott's army.

Notes

EPISODE THREE
CHAPTER 3

SALTILLO

LENGTH
6 minutes

11: 40 - 17:19

OBJECTIVE

Students will learn about the interactions between soldiers and civilians in occupied areas.

CLASS QUESTIONS

- What laws should an army follow when it occupies a foreign city? Who has made these laws, if any, over the centuries?
- How do civilians suffer as a result of war?
- What questions should a reader consider when researching primary source materials from earlier periods?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Locate Saltillo on THE U.S.-MEXICAN WAR MAP. Review Mexico's cities that were already occupied by the U.S. Remind students that in each of these cities, the U.S. Army left behind an occupation force. How did civilians and guerrillas affect the relationship between the occupying force and civilians?

CONNECTIONS TO SEMESTER STUDIES

- Discuss the behavior of civilian volunteers in previous wars.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Analyzing for Understanding**

* Ask students to write a journal excerpt about life at home and the life they see in Mexico from the perspective of a U.S. army volunteer.

NCSS Standards	The United States	Mexico
I, III	After General Zachary Taylor's victory at Monterrey, U.S. Army operations were spread out in various directions. Taylor based his headquarters in Saltillo.	Interactions between the U.S. Army and Mexican civilians ranged from friendly to violent. Events in Saltillo were typical of what happened in most places that the U.S. Army occupied.
II, III	Taylor experienced trouble with some volunteer soldiers. The army had no authority to use courtmartial proceedings against volunteers if their offenses were subject to civilian courts in the U.S.	
I, II	Private Sam Chamberlain, a self-described rogue and volunteer from Boston, painted first-hand, personal accounts of life during the U.S. occupation in Saltillo. His images and narrative of the massacre of civilians by Arkansas volunteers vividly portrayed violence that occurred off the battlefield.	
II, III	Taylor's only recourse to punish the Arkansas Rackensackers was to send them home in disgrace, but he relented when he heard of Santa Anna's approach. Taylor's army was depleted by General Winfield Scott's requisition of experienced troops, so Taylor needed all the men he had to fight Santa Anna.	General Santa Anna approached Saltillo with a large military force.

- Continue the journal exercise but switch the point of view to one of a Mexican civilian. Write about how it feels to have a foreign army invade your homeland.

- **Individual or Pair Activity**
  Discuss the works of Samuel Chamberlain and documentation of war events through painting and narrative. Have students illustrate an event in the U.S.-Mexican War accompanied by a personal narrative.

- **Letting the Numbers Speak**
  Compare the number of days that U.S. and Mexican armies actually fought with the number of days the U.S. Army was in Mexico during the war. Ask students to draw some conclusions on how soldiers' non-combat time was spent.

Notes

EPISODE THREE
CHAPTER 4

BUENA VISTA

LENGTH
7:30 minutes

17:21 - 24:58

OBJECTIVE

Students will discuss the impact of military decisions on future strategies.

CLASS QUESTIONS

- Why was the Battle at Buena Vista, or La Angostura as it is called in Mexico, a pivotal point in the U.S.-Mexican War? How might the war have been different if General Santa Anna's army had been able to continue fighting and capture General Zachary Taylor's army?
- In what ways did geography and weather affect the performance of both armies, including Santa Anna's difficult march from San Luis Potosí to the battlefield terrain and winter hazards?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to set up the tension surrounding the choices being made by leaders of the military campaign. Illustrate the route and geographic challenges faced by Santa Anna's troops from San Luis Potosí to Buena Vista/La Angostura battlefield (Saltillo). Point out the location of Veracruz where both Taylor and Santa Anna knew that General Winfield Scott was preparing an invasion.

CONNECTIONS TO SEMESTER STUDIES

- Discuss examples of military heroes who later became U.S. presidents. (After the battle at Buena Vista, Zachary Taylor's presidential candidacy would be ensured.)
- Examine the tensions between political parties in the U.S., particularly between the Whigs and Democrats during the mid-19th century.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Classroom Debate**
  Divide the class into focus groups to discuss the class questions listed above. Offer reasons why Santa Anna left the battlefield. Ask students to predict what President Polk and General Santa Anna will do next.
- **Analysis of Music and Art**
  Circulate the music sheet in the CLASSROOM RESOURCE PACKAGE. Many battles and war heroes were commemorated in popular songs during the 19th century.

NCSS Standards	The Battle of Buena Vista/La Angostura
II, III	On February 22 and 23, 1847, Generals Zachary Taylor and Antonio López de Santa Anna faced each other in the Battle of Buena Vista, or La Angostura as it is called in Mexico. This was the first battle of the war in which Santa Anna served as commander of the Mexican army. It was the last battle that Taylor would lead.
III	Buena Vista was the last major battle in the north. Casualties on both sides were among the highest in the war.
II, III	General Winfield Scott's imminent landing in Veracruz would turn the axis of the war to an east/west campaign reaching from the Veracruz ports to Mexico City.

Map Skills

- Ask students to study the period map of the Buena Vista battleground included in the resource package. What does this map convey about troop positioning and battle strategies?
- HOTS Have students create a map of Buena Vista and develop a report on the commanders, civilian participation, the landscape and climates. Discuss the outcome of the battle in an oral presentation.

Notes

EPISODE THREE
CHAPTER 5

THE HOUR OF SACRIFICE

LENGTH
9 minutes

25:00 - 33:55

OBJECTIVE

Students will evaluate ways internal political events can affect military decisions.

CLASS QUESTIONS

- Why is there civil unrest in Mexico in the midst of war? What does it signify in terms of the people's priorities?
- To quote a phrase by President James K. Polk, what is the difference between "conquering a peace" rather than conquering a nation? How do leaders raise money to finance military troops during a war, and what risks must they take?
- Remind students that the U.S.-Mexican War had been underway for almost a year by now. Leaders in both countries had thought it would be a short and inexpensive war.

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to illustrate how much of Mexico's territory was occupied by the U.S. by March 1847: California, New Mexico, and from Matamoros to Monterrey and Saltillo in northeastern Mexico.

CONNECTIONS TO SEMESTER STUDIES

- Discuss the financial difficulties of a war and alliances that may develop as a result.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR WEB SITE*

www.pbs.org/kera/usmexicanwar

NCSS Standards	United States	Mexico
I, III, VI, IX		The national treasury was empty, so Santa Anna encouraged acting president Valentín Gómez Farías, to pressure leaders of the Catholic Church for property that could be converted into cash to fund the army. The Church enlisted the support of the upper class civil militia, the National Guard, to help them forestall this demand of property.
III		The Mexico City militia rebelled against orders to defend Veracruz against General Winfield Scott.
II, III, VI		On February 27, five days after the Battle of Buena Vista, called La Angostura in Mexico, General Santa Anna received news that a civil revolt had broken out in Mexico City. This rebellion was called the "Polkos Revolt" and did not end until Santa Anna returned to the city and found ways to satisfy demands.
I, V		The Catholic Church loaned money to Santa Anna's cause but kept their property.
II, III	General Winfield Scott led an amphibious attack on the port of Veracruz. Robert E. Lee served as an army engineer during the battle and helped place some of the cannons for attack.	Veracruz refused to surrender to Scott and endured four days of bombardment with no reinforcements from Mexico City.

STUDENT ACTIVITIES

- **Ongoing Project**
  Divide the class into focus groups of journalists - one group reporting for the United States and the other reporting for Mexico. Ask another group to pretend that they are U.S. and Mexican soldiers who have experienced army life for more than a year. Have the journalists interview the soldiers. How do they feel about the war after so much time away from their homes and families?

- **Map Exercise**
  Ask students to plot the march of Santa Anna's army from San Luis Potosí to Saltillo and back.

- **Small Group Problem Solving**
  Ask students to list the internal factors that influenced the outcome of the U.S.-Mexican War for both countries.

Notes

EPISODE THREE
CHAPTER 6

CERRO GORDO

LENGTH
6:30 minutes

33:57 - 40:33

OBJECTIVE

Students will discuss the importance of leadership, planning, communications, training and professionalism.

CLASS QUESTIONS

- How can a leader's determination influence the course of events? What historical lessons can warn leaders of the dangers of arrogance and the headiness of power?
- What motivates soldiers to fight after the "romance" of going to war is gone and they encounter the brutal reality of combat? Would volunteers have a more difficult adjustment than enlisted soldiers?
- Why do battlefield victories and defeats not always lead to the end of a war?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to orient students concerning the route General Winfield Scott travelled from Veracruz to Puebla and Mexico City. At this time, Scott's army is trying to get out of the lowlands and away from the summer dangers of yellow fever.

CONNECTIONS TO SEMESTER STUDIES

- Compare the bloody fighting during the Texas Revolution to battles in the war between the U.S. and Mexico.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Writing for Understanding**
  Ask students to pretend that they are U.S. soldiers writing home about their experiences in a foreign country. What are their first impressions of the natural surroundings? What do they find interesting about the different cultures they encounter? What are the similarities to their own homeland? What are the differences? What are they learning about the country's traditions and lifestyles?
- **Map Exercise**
  Have students create a map and prepare a report about the geography of the route that Scott intended to travel to reach Mexico City.

NCSS Standards	United States	Mexico
II	General Winfield Scott ordered artillery be placed on top of La Atalaya. This aws the same hill recommended to Santa Anna, who refused to consider the strategy. Scott then sent Robert E. Lee on a reconnaissance mission to find a way to surprise Santa Anna's army from the rear.	Rejecting the advice of an experienced military engineer, General Santa Anna refused to place artillery on La Atalaya overlooking the highway.
II	Scott's plan succeeded, and Mexico's army was shattered.	More than 3,000 troops surrendered.
VI		Santa Anna did not have the legal authority to negotiate a peace and bring an end to war. Only the Mexican Congress was authorized to negotiate a treaty.
II, III		Santa Anna later resurfaced in Mexico City as commander of an army composed of soldiers, civilians and a small group of deserters from the U.S. Army.

Letting the Numbers Speak

- Ask students to make a presentation to the class on the use of numbers in this segment. How do the number of troops in each army (12,000 for Santa Anna, 8,500 for Scott) translate into the overall strength of the two forces?
- Why would Scott order most of the 3,000 Mexican prisoners to return home with promises not to fight against the U.S. Army?

Notes

EPISODE THREE
CHAPTER 7

MR. POLK'S WAR

LENGTH
3:30 minutes

40:35 - 44:01

OBJECTIVE

Students will evaluate the impact that public opinion can have on national policy.

CLASS QUESTIONS

- For what reasons did people oppose the U.S.-Mexican War?
- When people oppose a war, can they still be considered patriotic? At what point does opposition become treason? Was opposition to the war looked upon the same way in the U.S. as in Mexico?
- What role did the media play in shaping popular opinion? What role does the media play today?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to illustrate the extent of U.S. occupation in Mexico's northern territories as well as in the interior of the country.

CONNECTIONS TO SEMESTER STUDIES

- Compare public opposition exhibited during the U.S.-Mexican War to opposition expressed in other wars.
- Examine the effect of the Wilmot Proviso on U.S. public opinion about the war with Mexico.
- Discuss the role of social reform and abolition movements on governmental leaders during the first half of the 19th century.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE WWW

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Analysis for Understanding**

- Hand out copies of the publication "Yankee Doodle" found in the CLASSROOM RESOURCE PACKAGE. Have students comment on the artwork and read the full letter, "Dear Father..." Ask students to outline and discuss the soldier's main points.
- Brainstorm reasons why people become opponents of a war. Share points of view from a victim's family, from an abolitionist, from someone who refuses to volunteer to serve in the military. Write an editorial expressing these viewpoints and feelings. HOTS

NCSS Standards	United States
I, II, III, V	As U.S. soldiers' letters from Mexico arrived home in the United States, the news of deaths and casualties were announced in local newspapers. President Polk faced more opposition than ever before to the U.S.-Mexican War.
V, VI, IX	Polk had thought that the fighting would be over within a few months. Now he found himself having to defend his policies as he tried to convince his political enemies in Congress to approve more money for war. It was during one of these votes for Congressional appropriations early in the war that the Wilmot Proviso was attached as an amendment. The appropriations bill was voted down, and with it, Wilmot's Proviso. However, his message -- no slavery in any new territory acquired from Mexico -- became a rallying call for abolitionists throughout the war.
VI	In spite of growing opposition, Polk carried on with his agenda. He was determined to deliver what he promised during his campaign, even if it meant sending the U.S. Army to invade Mexico City.

- Switch the points of views expressed above to ones held by Mexicans. Which viewpoints or feelings might be similar and which might be different? What if you could not publicly express your feelings or points of view for fear of being accused of treason? HOTS

Class Discussion

- At this point in time with varying degrees of support and opposition, what options might President Polk have after committing so much effort and funds to gain the title to Mexico's northern lands?

- What options did Mexico's leaders have to try to protect these territories from further U.S. occupation?

- Henry David Thoreau's famous essay, *On Civil Disobedience*, asserted that people's obligations to their own consciences take precedence over their obligations to their government. How did the philosophy influence later individuals and other movements? HOTS

Notes

123

122

EPISODE THREE
CHAPTER 8

DREAMS OF GLORY

LENGTH
3:30 minutes

44:03 - 47:34

OBJECTIVE

Students will explore cross-cultural exchanges and the factors that shape people's attitudes about themselves and others.

CLASS QUESTIONS

- What did the experiences of U.S. soldiers in occupied Mexican cities reveal about social and cultural conditions back in the United States?
- What sources had shaped the soldiers' views of Mexico before they arrived?
- What were major points, similarities or differences that attracted the soldiers' attention or concerned them?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to illustrate the location of Puebla, its proximity to Mexico City. Point out other sites in the north where U.S. troops occupied Mexican cities.

CONNECTIONS TO SEMESTER STUDIES

- Discuss the 1845-46 immigration from Ireland, Germany and other European countries to the U.S. with an emphasis on intercultural reactions.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR WEB SITE* WWW

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Research and Analysis** HOTS
  Compare the story of conquistador Hernán Cortés and the Spanish conquest of North America with the situation faced by the U.S. Army, which was following the same route.
- **Web Search and Analysis** WWW
  Ask students to search Web sites and textbooks with photographs to conduct architectural comparisons of churches in a U.S. city with those in Puebla or another large Mexican city. What clues exist to describe the role, practice and roots of religion in each country?

NCSS Standards	United States	Mexico
II, III	After the siege of Veracruz and the battle at Cerro Cordo, General Winfield Scott saw that it would take time before General Santa Anna reassembled an army. Scott used the opportunity to move closer to Mexico City and wait for a rotation of U.S. troops. New volunteers arrived in Veracruz to replace others heading home.	
I, V, VI	U.S. soldiers used the non-combat time to explore the beautiful sites of Mexico's then second largest city.	Puebla's civic and Church leaders made an accommodation with the U.S. Army, surrendering in hopes of preserving the city and saving lives.
I, V, VI	U.S. soldiers focused on geographic features, cultural differences and signs of an ancient past. Yet, the awareness of their military mission was constantly present.	

- **Map Skills**
  Trace the route of General Winfield Scott's army and prepare a report on the geography, climate and vegetation of the region.

- **Letting the Numbers Speak** HOTS
  Puebla had an estimated population of 60,000. From May to August 1847, Scott's army numbered 4,000 to 8,000. What observations can be made about the army's ability to reside in a location where it seemed the troops could easily be overwhelmed? How might this situation be an indication of political, social and economic realities both here and in other places that the army occupied?

- **For Advanced Students**
  Research and write a report about the attitudes and policies in each country toward various religions during this period.

Notes

126

127

EPISODE THREE
CHAPTER 9

THE NAKED BLADE

LENGTH
6 minutes

47:36 - 54:14

OBJECTIVE

Students will develop an understanding of the role of diplomatic relations during times of war.

CLASS QUESTIONS

- Who should ultimately make important decisions on the front lines during a war, civilians or the military?
- Who was Nicholas Trist? How might personal conflicts between Trist and General Winfield Scott have jeopardized the U.S. position?
- Why did the Mexican populace not rise up against the U.S. invaders? Why did Mexican suppliers sell products to the U.S. Army, allowing Scott to cut his supply lines to Veracruz?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Review THE U.S.-MEXICAN WAR MAP and orient students to the location of Scott's army and its proximity to Mexico City. Point out the distance from Veracruz, where Scott's supplies were arriving.

CONNECTIONS TO SEMESTER STUDIES

- Examine the role of diplomacy in other international events, such as the dispute over the Oregon Territory.
- Discuss other instances of disagreements between decision-makers that could have endangered the achievement of their goals.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

NCSS Standards	United States	Mexico
II, III, VI	**After General Winfield Scott's successful landing at Veracruz, President Polk decided that the moment was right to send Nicholas Trist to pursue negotiations with the Mexican government. Polk gave Trist a sealed offer to deliver to representatives of the Mexican government. Trist joined Scott's troops and asked for help forwarding the offer on to Mexico City. Scott and Trist, however, became entangled in a personal power struggle that interfered and delayed diplomatic efforts.**	**There was a significant British presence in Mexico in both industry and financial institutions. The British diplomat who attempted negotiations while the U.S. Army was in Puebla was unable to open communication between the countries. The effort, however, was the start of a U.S.-British-Mexican channel that remained active throughout negotiations that led to the Treaty of Guadalupe Hidalgo.**
II, III, VI		During the summer, General Santa Anna returned to Mexico City and prepared for its defense.
III, VI		The Constitutional Congress that had been in session for more than six months disbanded in July. According to the Constitution they were revising, only Congress could negotiate a treaty, but most feared personal consequences by doing so. If Santa Anna attempted to negotiate on his own, he would be committing an act of treason.
III	Scott decided to launch an attack on Mexico City. On August 5, the U.S. Army headed for the Valley of Mexico. Scott decided to cut his supply lines and to live off the land.	

STUDENT ACTIVITIES

- **Class Discussion**
  Why did Polk and Santa Anna continue the war? How did each respective Congress feel about the situation? List reasons why the war should continue or end.

- **Map Skills**
  Ask students to draw a map and present General Scott's case for taking a risk and cutting his supply lines from Veracruz.

- **Individual or Pair Activity**
  Research and write a biographical summary of Nicholas Trist. Cite reasons why he was selected for his job as peace negotiator.

Notes

THE FATE OF NATIONS

U.S.-MEXICAN WAR
1846-1848

EPISODE FOUR SYNOPSIS

As Winfield Scott's army climbs over a 10,500 foot mountain pass, U.S. soldiers gaze out over the dramatically beautiful Valley of Mexico. Mexico City gleams at its center.

Santa Anna has fortified the eastern approach to the city with 7,000 Mexican troops. Scott elects to turn to the south and attack the city from the southwest. Thousands of civilians flee the capital as Santa Anna redeploys his troops to the southwest. Soon, 20,000 Mexican soldiers are positioned between Scott and the city.

On August 19th, U.S. troops engage a force of Mexican soldiers near the village of Contreras. Santa Anna arrives on the scene, but at a critical moment fails to support the other Mexican general, in part because of a longstanding rivalry between them. The next day, U.S. soldiers stage a surprise attack that results in a full-scale Mexican retreat. At a bridge over the Churubusco River, the defenders stiffen their resistance. Casualties on both sides are heavy, but the U.S. forces manage to break through and take a heavily fortified convent. Among the captured Mexican troops are a number of U.S. deserters fighting for Mexico as members of the San Patricio Battalion.

U.S. forces are poised to take the capital, but on the threshold of victory, Scott decides to halt his troops in an attempt to negotiate a peace. On August 27th, Nicholas Trist meets with Mexican commissioners, but the talks break down within a few days. On September 6th, Scott demands a Mexican surrender. Santa Anna refuses.

On September 8th, Scott directs an attack on an old mill called Molino del Rey in which he believes the Mexicans are forging cannons. The battle ends in a victory but with heavy U.S. casualties. No cannon works are found.

On the morning of September 12th, U.S. artillery begin to shell an imposing castle called Chapultepec. The next morning, the infantry launches its assault. The Mexican defenders, including a number of teenage cadets, fight back courageously, but the U.S. soldiers are able to scale the walls, overrun the defenders and take the castle. As the U.S. flag is raised over Chapultepec, thirty of the U.S. deserters from the San Patricio Battalion are hanged.

Scott's troops continue their push into the city, but pause at nightfall. At four o'clock in the morning on September 14, 1847, Scott receives a delegation of Mexican officials. The capital formally surrenders. A few hours later as the U.S. flag is raised over the National Palace, Scott rides triumphantly into the main plaza of Mexico City.

Santa Anna resigns his presidency and takes refuge in southern Mexico before leaving the country for Jamaica.

In Mexico City as negotiations are about to start, Nicholas Trist is surprised to learn that he has been recalled by President Polk. Trist defies the order and successfully negotiates a treaty with Mexican officials. The treaty establishes a border with Texas along the Río Grande. At El Paso, the border is drawn west to the Pacific. Upper California and all of the states of the present American Southwest are ceded to the United States. The United States will pay Mexico 15 million dollars. On February 2, 1848, in the town of Guadalupe Hidalgo, the treaty is signed.

Although furious with Trist, Polk nevertheless sends the Treaty of Guadalupe Hidalgo to Congress. There, he faces opposition from two major factions. One faction wants to acquire all of Mexico. Another intensifies its opposition to acquiring any territory at all. Eventually, however, the Senate approves the Treaty on March 10, 1848.

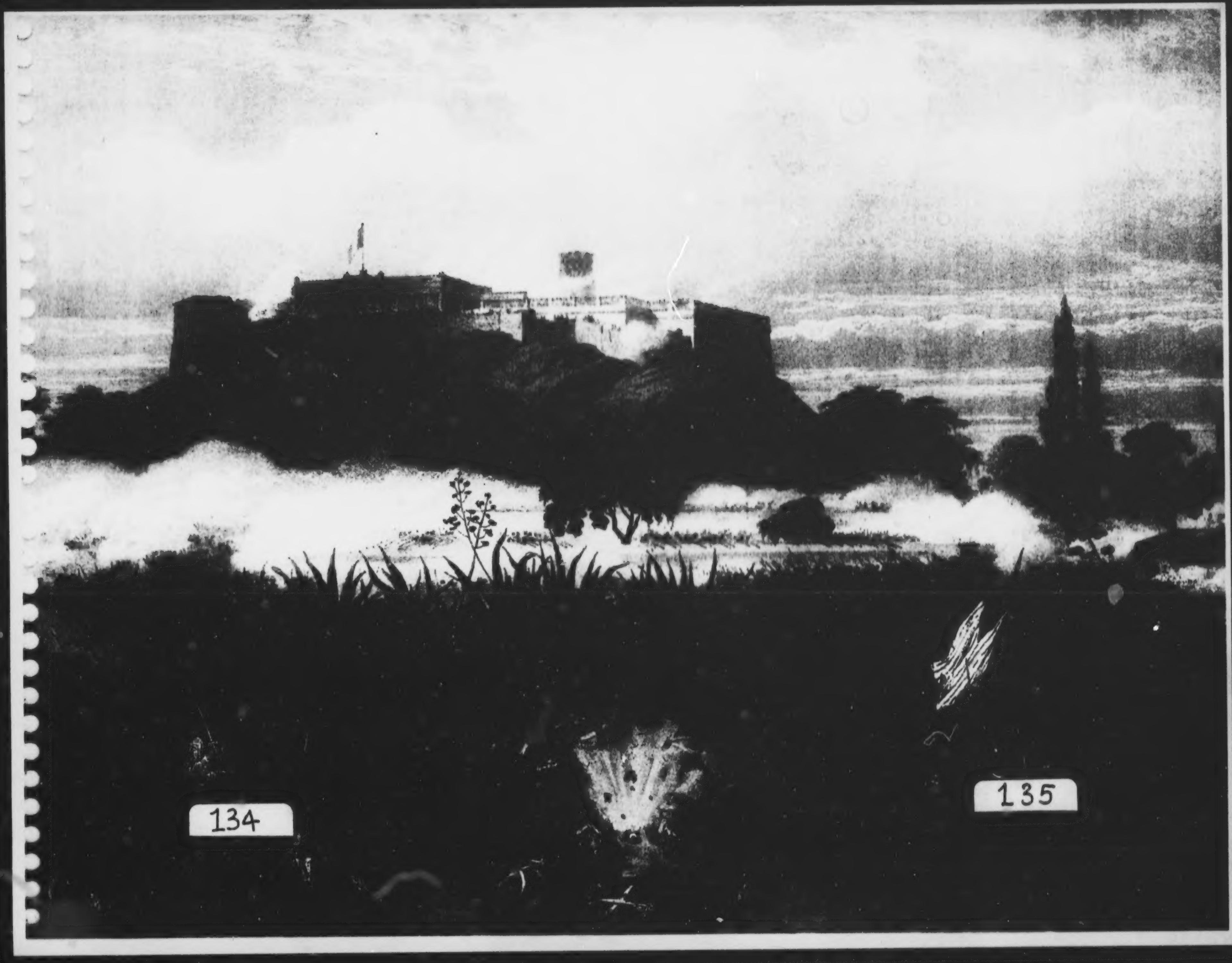
The countersigned Treaty returns to Washington from Mexico on the 4th of July, 1848. The war is over.

A section addressing the LEGACY of the war between the United States and Mexico concludes the series.

WWW
Web Site Activities

HOTS
Activities for Higher Order Thinking Skills

Storming of Chapultepec-Quitman's Attack.
By Carl Nebel. Courtesy of DeGolyer Library, Southern Methodist University, Dallas, Texas


134
135

EPISODE FOUR
CHAPTER I

INTO THE VALLEY OF MEXICO

LENGTH
13:30 minutes

00:42 - 14:23

OBJECTIVE

- Students will discuss how military leaders may use diplomacy and political actions to end conflicts.

CLASS QUESTIONS

- How can a group benefit by choosing an unexpected action?
- How can rivalries between leaders undermine the goals they and others are fighting for?
- How does geography of an area present both obstacles and opportunities?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to locate Mexico City in relation to other Mexican cities that are occupied by the U.S.

CONNECTIONS TO SEMESTER STUDIES

- Discuss the San Patricio Battalion and the impact it had during the U.S.-Mexican War. Who made up the battalion and what were their reasons for switching sides during the war?
- Thousands of Irish migrated to the U.S. during the 19th century due to the potato famine. Thousands of unemployed immigrants joined the U.S. Army, most served loyally. Two American generals during the U.S.-Mexican War were born in Ireland.

STUDENT ACTIVITIES

- **Classroom Tips**
  Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide. Consider dividing the class into focus groups, representing different perspectives, for the purpose of discussing video segments.
- **Classroom Discussion**
  Describe the sequence or layers of events that can create a turning point in a war. If just one of those events had not occurred, could the overall outcome have been different? HOTS

NCSS Standards	United States	Mexico
III	**General Winfield Scott marched his army over the mountains into the Valley** of Mexico. Then, in a surprise move, he veered off the National Road and marched to the south of the city.	**Conflicts between General Antonio López de Santa Anna and a rival, General** Gabriel Valencia, led to Valencia's decision to advance beyond his assigned position. When fighting began, Santa Anna refused to send reinforcements to Valencia because he had disobeyed orders.
III	Robert E. Lee single-handedly crossed treacherous terrain to bring back troop reinforcements.	
I, III	Sustained by reinforcements, Scott's troops launched a full attack on Valencia and essentially destroyed this important fighting force.	Soldiers escaping from Scott's attack caused panic down Santa Anna's five-mile defensive line. Scott's troops followed them to the outskirts of the city. Deserters from the U.S. Army, who made up the San Patricio Battalion in the Mexican army fought hard, for they realized that if they were captured their punishment could be death.
II		After a day of fighting, Santa Anna lost nearly 10,000 men to casualties and desertion. U.S. casualties numbered more than 1,000.
II, III	Scott was in a position to march straight into Mexico City, but heavy losses factored into his hesitation and acceptance of Santa Anna's proposed truce.	Santa Anna sent a representative to propose a truce to Scott.

- **Critical Thinking Skills**
  Examine Scott's decision to agree to a truce. What did he stand to gain? What factors might have influenced his decision?

- **Map Skills**
  Study a map of the Valley of Mexico. Ask students to prepare a report on the geographic features which provided obstacles and opportunities to both armies. In what ways do military leaders prepare their troops to fight over unfamiliar or treacherous terrain?

Notes

EPISODE FOUR
CHAPTER 2

A TEMPORARY PEACE

LENGTH
3:30 minutes

14:25 - 18:02

OBJECTIVE

Students will examine the role of diplomatic negotiations in ending a war.

CLASS QUESTIONS

- What is a truce and what does it require in order to be successful? Did this truce meet those requirements?
- What is needed for peace negotiations to be successful?
- Why did the war not end at this time?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to locate Mexico City. Pinpoint other cities currently occupied by the U.S. Army. Consider the distances and the time it takes to travel to and from Washington. All this was evaluated as General Winfield Scott and Nicholas Trist made decisions based on information and opportunities available at the moment.

CONNECTIONS TO SEMESTER STUDIES

- Identify other treaties negotiated by the U.S., including those with Native Americans.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Ongoing Project**
  Divide the class into focus groups of journalists - one group reporting for the United States and the other reporting for Mexico. Have each group interview leaders involved in the peace negotiations. Have the journalists report on what these leaders wish to accomplish during the negotiations.
- **Small Group Activity**
  Ask students to imagine what it was like for civilians who remained in Mexico City during the time of the truce. How did it affect their daily lives? Have students create a mural on large sheets of paper depicting some of the scenarios they imagined.

NCSS Standards	United States	Mexico
VI	**After the fighting on August 20th, both armies had suffered severe losses.**	**General Antonio López de Santa Anna offered a truce and General Winfield Scott accepted.**
VI	Scott received permission to send wagons into Mexico City to buy supplies.	Santa Anna used the time to fortify the city, which was against the terms of the treaty. Tensions grew as both armies moved in close proximity to one another.
VI		As the armies regrouped, the peace negotiators met. For Nicholas Trist and the Mexican peace commissioners, the task was complicated because Santa Anna did not have the authority to sign a treaty. That responsibility belonged to the Mexican Congress. Santa Anna placed strict guidelines on these commissioners.
VI	Scott decided that Santa Anna was using the opportunity to prepare for the next battle, and demanded he surrender.	Santa Anna refused to continue the peace negotiations because he knew that the war would resume.

- **Critical Thinking Skills**
  Ask students to draft and discuss key points that they think should be included in a peace treaty between the U.S. and Mexico. What role do territory and boundaries play in these negotiations? What considerations should be given to native peoples during the peace negotiations?

  HOTS

Notes

EPISODE FOUR
CHAPTER 3

THE FATE OF NATIONS

LENGTH
13:30 minutes

18:04 - 31:21

OBJECTIVE

Students will understand that a military defeat may lead to national pride and resistance.

CLASS QUESTIONS

- What was the significance of the Battle of Chapultepec?
- Why did Mexican civilians and soldiers continue to fight? Why did others choose to leave Mexico City? Why did the majority of Mexicans not resist the U.S. occupation of their nation's capital?
- Why is it important to commemorate people who die in wars, such as Los Niños Héroes (Boy Heroes) at Chapultepec or Major Samuel Ringgold at the Battle of Palo Alto?
- What questions should a reader consider when researching primary source materials from earlier periods?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Locate Mexico City on THE U.S.-MEXICAN WAR MAP. Remind students of the long rich history of this city.

CONNECTIONS TO SEMESTER STUDIES

- Identify battles, such as the Battle at the Alamo and the Battle of Chapultepec, which were lost, but are still commemorated by a nation.

NCSS Standards	The United States	Mexico
II, III, VI	**On September 6, the truce ended and both armies engaged in battle. General** Winfield Scott's mistaken strategy resulted in 800 casualties, and he was left with 6,000 men.	
III	Scott attacked the Castle of Chapultepec.	General Antonio López de Santa Anna refused to send reinforcements to General Nicolás Bravo, who defended Chapultepec with half the men needed to do the task. Nearly 50 of his soldiers were young men from the Military College. "Los Niños Héroes" -- those young cadets who died in battle -- are honored in Mexico City every year.
III	After the collapse of the Mexican defense at Chapultepec, the U.S. Army continued through the gates into the center of Mexico City.	
III, VI		Santa Anna met with his generals and decided to withdraw from the city. He renounced his presidency and divided the army. Half accompanied the government leaders to their new provisional headquarters in Querétaro and the other half traveled to Puebla to attack the troops Scott left stationed there.
II		On September 14, a delegation of Mexico City's leaders surrendered to Scott.
III, VI	On September 14, General Scott and his troops officially occupied Mexico City and raised the U.S. flag at the main plaza.	Manuel de la Peña y Peña assumed the presidency of Mexico. He issued orders to strip Santa Anna of his military command and to courtmartial him.
II	The occupation by the U.S. Army met resistance from beggars and indigents who had been released from jail by Santa Anna. The privileged classes did not resist.	Interactions between the U.S. Army and Mexican civilians ranged from friendly to violent. Earlier events in Saltillo were typical of what happened in many places that the U.S. Army occupied including Mexico City.
III		After eluding the U.S. Army and Texas Rangers, Santa Anna left Mexico for Jamaica.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Class Discussion**
  Divide the class into focus groups and discuss the themes of this video segment, such as military actions, civilian responses, class divisions and governments in crisis.

- **Analyzing for Understanding**
  Ask students to imagine that they are eyewitnesses to the battle in Mexico City. Draft a narrative from a U.S. soldier's perspective and then switch the point of view to one of a Mexican citizen.

- **Critical Thinking Skills**

- Ask students to predict what choices General Winfield Scott will make after the battle in Mexico City. What choices will Mexican leaders make? Will these choices lead to the end of the war? HOTS

- Why would people choose to organize guerrilla attacks against a fighting force? In what ways was Scott's army vulnerable to guerrilla attacks?

- Ask students to compare General Santa Anna's departure from Mexico City with his earlier departure from Cerro Gordo.

Notes

EPISODE FOUR
CHAPTER 4

THE TREATY OF GUADALUPE HIDALGO

LENGTH
9:30 minutes

31:23 - 41:08

OBJECTIVE

Students will evaluate the goals of negotiators attempting to develop a peace treaty.

CLASS QUESTIONS

- President James K. Polk recalled Nicholas Trist away from Mexico with orders to end negotiations. Trist, however, refused to leave until he had a signed treaty. Disobeying a president is a serious offense, so why did Trist do it?
- Why did Polk accept the treaty Trist brought from Mexico?
- There was a movement within the U.S. to take all of Mexico's land. Who would have benefited from this action? What might the consequences have been in doing so? What would have been the immediate difficulties the U.S. would have faced in doing so?
- Why did the U.S. pay money to Mexico? Is this usual after a war?
- What reasons did the Mexican President give when he asked Congress to approve the peace treaty? What was the general feeling of Mexicans at the end of the war?
- Many Mexicans continued to live on their land on the U.S. side of the new border. What were some of their experiences?

NCSS Standards	The United States	Mexico
II, III	While General Winfield Scott organized Mexico City under military rule, Nicholas Trist worked through British diplomats and business people to start the peace negotiation process.	Before peace negotiations could begin, the Mexican government had to reconstitute itself. Mexican states held elections to seat a new Congress, which opened its session on January 1, 1848, in Querétaro.
III, VI		On January 2, commissioners met with Trist in Mexico City to begin negotiations. Mexico's position was to hold on to the Pacific port of San Diego and the settled area of New Mexico. Commissioners also wanted assurances for the just treatment of Mexican citizens in the ceded territories and insisted that the U.S. control hostile Indian activity along the border.
III, VI	U.S. newspapers reported outspoken support for an "All Mexico" movement. Nicholas Trist expected that an order for his arrest would come from Washington citing his disobedience to President Polk's orders.	President Manuel de la Peña y Peña felt pressure from two groups of extremists realizing that Mexico's present government could be overthrown if either group gained sufficient power.
VI	Nicholas Trist agreed that the U.S. would pay $15 million.	By the end of January 1848, Mexican commissioners gave up hope of retaining the northern borderlands and ceded the lands of upper California and New Mexico to the U.S.
II, III		On February 2, 1848, Mexico's commissioners and Nicholas Trist signed the Treaty of Guadalupe Hidalgo.
II, VI	The signed Treaty of Guadalupe Hidalgo was rushed to Washington. President Polk, although still angry at Trist's disobedience, made no changes and sent it on to the Senate. Hopes of an "All Mexico" movement fizzled.	
VI		Representatives delivered the ratified Treaty to Mexico's Congress where, after painful debate, it was also ratified.
II	On July 4th the countersigned treaty arrived back in Washington, D.C.	On May 30, 1848, the U.S.-Mexican War was over.

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to illustrate the territorial consequences of the Treaty of Guadalupe Hidalgo from the perspective of both countries. Consider trying the geographer's technique of making a point: Hang the map upside down to give students a different exposure to what was lost by one country and gained by another.

CONNECTIONS TO SEMESTER STUDIES

- Explain how the acquisition of land led to continued debates on slavery and deepened sectional divisions.
- Discuss how Native Americans were affected by the Treaty of Guadalupe Hidalgo.
- Explain the role of political parties in the sectional debates leading up to the Civil War in the U.S.
- Identify the reason for the Gadsden Purchase.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

STUDENT ACTIVITIES

- **Classroom Discussion**
  - Divide the class into focus groups and report on the end of the war from multiple perspectives. Compare what the U.S. originally sought from Mexico before the war (to settle payment for citizens' claims and to purchase New Mexico and California) to what was achieved in the treaty.
  - What could have been done to avoid war and achieve the same goals?
- **Small Group Exercise**
  Ask students to draw a map of the U.S. after the war and highlight the lands that were ceded to the U.S. under the Treaty of Guadalupe Hidalgo.
- **Map Skills**
  Plot a potential railroad route from the east to the west connecting it to one of the Pacific ports.
- **Analyzing for Understanding**
  HOTS
  Ask students to pretend to be members of a Mexican family living in the borderlands who just learned that the land they live on now belongs to the U.S. Discuss the choices the family now faces under the Treaty of Guadalupe Hidalgo. What if the family has other relatives living on the Mexican side of the new border? How does that complicate their situation?

Notes

EPISODE FOUR
CHAPTER 5

LEGACY

LENGTH
13 minutes

41:10 - 54:36

OBJECTIVE

Students will understand that wars have long-term consequences that shape the present and future.

CLASS QUESTIONS

- What is the legacy of the U.S.-Mexican War for both countries, peoples and cultures involved?
- In what ways can we see the influences of the U.S.-Mexican War in our lives today?
- What lessons can we learn from the study of the U.S.-Mexican War? What lessons can we learn about why people fight a war and about alternatives to war? What examples are in the news today?

PRIOR TO CLASS VIEWING

- Review the CLASSROOM TIPS FOR USING ANY VIDEO CHAPTER located in this guide.
- Use THE U.S.-MEXICAN WAR MAP to illustrate territory gained by the U.S. and lost by Mexico with the signing of the Treaty of Guadalupe Hidalgo. Note Mexican cities and settlements and the lands of Native Americans now under the rule of U.S. law.

CONNECTIONS TO SEMESTER STUDIES

- Identify how the U.S. quest for continental expansion was fulfilled. What are the political and economic consequences of gaining the new territory?
- Explain how the U.S.-Mexican War played a role in the U.S. Civil War.
- Discuss the impact of the U.S.-Mexican War on Native Americans, Latinos in the Southwest and women.

RELATED ARTICLES ON *THE U.S.-MEXICAN WAR* WEB SITE

www.pbs.org/kera/usmexicanwar

NCSS Standards	United States	Mexico
II, III	**President James K. Polk witnessed the 1849 inauguration of General Zachary Taylor as the 12th President of the United States. Polk retired to his home in Tennessee and died three months later.**	**After returning to serve briefly as president in 1853-55, Antonio López de Santa Anna lived in exile for 20 years. When he returned to Mexico in 1874, he wrote his memoirs, lived modestly and greeted his few remaining supporters. He died in 1876.**
II, VI	The U.S. went to war once again in the 1860s. The Civil War would raise and resolve questions about the unity of the United States.	In the years following the war, Mexico would continue to struggle with political division, civil war and foreign intervention. In the 1860s, President Benito Juárez was able to unite Mexico and defeat the French who were occupying Mexico.
I, IV, VI	The end of the U.S.-Mexican War marked the beginning of new relationships between the U.S. government, native peoples and Mexican people living in the newly ceded land. For Native Americans, it was the latest invasion of their homeland and the beginning of another struggle for survival that would continue for generations. For both native peoples and Mexican-Americans, the roots of their histories lie in the efforts individuals made to protect their property, remember their cultural heritage and adapt to their changing worlds.	

STUDENT ACTIVITIES

- **Ongoing Project**
  Divide the class into focus groups of journalists - one group reporting for the United States and the other reporting for Mexico. Have each group create a newscast, multimedia presentation or newspaper that reports on the end of the war with a focus on its causes and outcomes. Have the journalists project future consequences and implications of the U.S.-Mexican War for both countries.

- **Small Group Project**

- Ask students to write a letter for a time capsule that reflects what they think is important to remember about the U.S.-Mexican War.

- Ask students to research different topics, such as the California Gold Rush, the Civil War, issues of slavery, and relations with Native Americans. How does each of these topics relate to the U.S.-Mexican War?

- **Letting the Numbers Speak** HOTS
  Compare the causes, costs and consequences of the U.S.-Mexican War with the U.S. Civil War.

Notes

U.S.-MEXICAN
WAR
1846-1848

RELATED RESOURCES

156

157

SUGGESTED HANDS-ON ACTIVITIES

U.S.MEXICAN
WAR
1846-1848

1. Construct or draw a U.S.-Mexican War memorial. Add an inscription appropriate to the memorial.
2. Create a design for a T-shirt of a significant event or person.
3. Commemorate a particular event of the war by designing a poster-sized postage stamp.
4. Write a pamphlet of poetry and/or compose music about conditions facing soldiers on either side of the war.
5. Write a pamphlet of poetry and/or compose music about conditions facing women and/or children left behind during the conflict.
6. Draw a daguerreotype [in pencil] highlighting an event during the war.
7. Design historical markers for various battles of the war.
8. Create a crossword and/or word search puzzles. Finished puzzles will be answered by other students.
9. Create a movie poster for the U.S.-Mexican War.
10. Design uniforms for U.S. and Mexican soldiers.
11. Design a medal awarded to participating soldiers for both sides of the conflict.

INSTRUCTIONAL TELEVISION PROGRAMS

U.S. MEXICAN
WAR
1846-1848

- **America Past**
  Traces the nation's development from the colonial period to the eve of the Civil War.

  Related Programs
  New Spain and *Moving West*

  Distributor
  Agency for Instructional Television
  800-457-4509

- **Geography of the United States**
  Examines a specific region in each program — including its cities, transportation, resources, agriculture, business and lifestyle.

  Distributor
  Phoenix Learning Group
  800-221-1274

- **Geography Skills**
  Through computer animation, introduces map creation, map reading, graphing, creating statistics and contour mapping.

  Distributor
  TV Ontario
  800-331-9566

- **Lone Star**
  Texas history and curriculum

  Related Programs
  Episodes 5, 6, 7 and 8

  Distributor
  Kentucky Educational Television
  800-354-9067

- **PBS VIDEOdatabase of America's History**
  A comprehensive collection of over 275 hours of historical video materials, printed curriculum and online resources.

  Distributor
  PBS VIDEO
  800-344-3337

WEB URLS

This is a selected list of World Wide Web URLs that relate to topics concerning the U.S.-Mexican War as well as U.S., Mexican, Mexican American and Native American history. Many of these Web sites include suggested lesson plans and student activities. Since the Web is evolving and URL addresses and content change frequently, we encourage teachers to explore these sites to confirm these links and to evaluate their usefulness before assigning the Web-related activities to the students. KERA ASSUMES NO RESPONSIBILITY FOR THE CONTENT OR GRAPHICS FOUND ON THESE WEB SITES.

The U.S.-Mexican War (1846-1848)- An Online Resource
www.pbs.org/kera/usmexicanwar

PBSVIDEO*database* of America's History and Culture
www.pbs.org/videodatabase

PBS Online: History
www.pbs.org/history/

The U.S. Library of Congress
www.loc.gov

The Mexican-American War Memorial Homepage
(Universidad Nacional Autónoma de Mexico)
www.sunsite.unam.mx/revistas/1847/

Mexico OnLine: Mexican History Directory
www.mexonline.com/history.htm

Archives of *The West* - 1806-1848
www.pbs.org/weta/thewest/wpages/wpgs620/w620_001.htm

Humanities Interactive
www.humanities-interactive.org/

The U.S.-Mexican War - A Concise History
www.members.aol.com/dmwv2/mexwar.htm

Lone Star Junction: A Texas and Texas History Resource
www.lsjunction.com/

San Jacinto Monument and Museum
www.sanjacinto-museum.org/

The Alamo
www.americanwest.com/pages/alamo.htm

Lone Star Link History
www.lonestarlink.com/history.htm

Native American History Resources on the Internet
hanksville.phast.umass.edu/misc/indices/NAhistory.html

The Cradleboard Teaching Project
www.cradleboard.org/mainmenu.htm

Smithsonian Institution National Museum of the American Indian
www.si.edu/cgi-bin/nav.cgi

Inaugural Addresses of the Presidents of the United States
www.cc.columbia.edu/acis/bartleby/inaugural/index.html

Ulysses Grant Memoirs
www.home.nycap.rr.com/history/grant.html

TheHistoryNet - Where History Lives on the Web
www.TheHistoryNet.com/

Museum of the City of San Francisco
www.sfmuseum.org/

National Portrait Gallery
www.npg.si.edu/col/pres/index.htm

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General Resources

The U.S.-Mexican War web site.
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THE U.S.-MEXICAN WAR THROUGH THE EYES OF A GEOGRAPHER

By Dr. Wayne Lambert

Teachers may find his observations about the documentary helpful as they prepare their lesson plans and encourage students to look at the war, the geography and the times with this fresh perspective.

The Role of the Geographer in the War

At many places in *The U.S.-Mexican War* series, verbal and visual references are made to "deserts" and "mountains." The references provide the teacher the opportunity to discuss these physical geographic features which played such an important role in the prosecution of the war.

Discussion could focus on the distribution of mountains, plateaus and plains in central and northern Mexico and the southwestern U.S. and the causes of the desert climate in these regions. This war seems to have especially good examples of the influence of topography and climate on military activities and outcomes. Routes of march, locations of battle sites, etc., in the U.S.-Mexican War were strongly influenced by topography, soils, climate and vegetation.

In Episode Three on Veracruz and Cerro Gordo and in Episode Four on the Valley of Mexico, one can see how the terrain and climate of the region between Veracruz and Mexico City strongly influenced the military strategies and outcomes. The region is second to none in the world in its drama and diversity of landscape. These video segments provide an excellent opportunity for the teacher to discuss the nature and diversity of this landscape, and the role it played in the war.

Geography Provides Place Names -- and Clues

The names "Palo Alto," "Resaca de la Palma," "Cerro Gordo," etc., suggest that a list of Spanish place names and their English translations might be of interest. Students seem to enjoy learning what place names mean ("Alamo," "cottonwood tree;" "Cerro Gordo," "fat hill," etc.).

Buena Vista, ("a good view"), offers an insight for students who think of all deserts as hot places. Can it be cold in a desert? Can it snow in a desert? Yes, of course, in moderately high altitude, mid-latitude deserts like the Chihuahuan Desert, of which Buena Vista is a part, it can get cold. Also, many people do not realize that much of Mexico is arid. In fact, a large part of Mexico between Mexico City and El Paso, Texas, is mainly desert. However, that does not mean Mexico is covered with miles and miles of sand dunes. Most deserts, like those in Mexico, are rocky and covered with sparse vegetation. A desert is just defined as a region where there is too little precipitation to support abundant vegetation.

Geography and Manifest Destiny

Thoughts on Episode Two, "War in the Borderlands"

The U.S. wanted the territories of New Mexico and California -- Manifest Destiny demanded it -- but it is interesting to note that these arid, broken lands and the challenges they presented were outside the U.S. experience. Agricultural methods and settlement patterns perfected for the humid East and Midwest would not work here. And yet the limitations of this land were perfectly understood by the Native Americans who lived on Spain's North American frontier and by the Spanish settlers who arrived from similar landscapes and climates in central Mexico and Spain.

It is interesting to contemplate how unprepared the U.S. was to take this land in 1848. Think ahead: How was this arid region eventually brought into the U.S. "mainstream," and what environmental (and cultural) mistakes were made in the process?
See Wallace Stegner, *Beyond the Hundredth Meridian*, and Marc Reisner, *Cadillac Desert: The American West and Its Disappearing Water.*

[For Mexico, see Joel Simon, *Endangered Mexico: An Environment on the Edge* (San Francisco: Sierra Club Books, 1997).]

Value of Historical Records in Fields Other Than History

In Episode Two, Lt. William Emory prepared a report after travelling with the Army of the West, and in it he provided an excellent "snapshot" of the condition of the Southwestern landscape in 1846. It has been used by several geologists and geographers to determine recent landscape change (changes in vegetation, changes in river activity, etc.). Such historical records can be very important for future environmental researchers.

THROUGH THE EYES OF A GEOGRAPHER CONTINUED

Environmental Legacy

In Episode Four, the script describes the social and economic legacy of the U.S.-Mexican War, but one could also speak of the environmental legacy of the war, especially in the lands of the Mexican Cession. One statement could be paraphrased to say: "For the land, the plants, and the animals, it was an invasion of their homeland and the beginning of a struggle for survival that would continue for generations." I think this legacy is one of the most interesting and thought-provoking of the war. Except for highly localized settlement in parts of New Mexico, Arizona, and California, these lands were virtually pristine, for the most part, with complete, well-functioning ecosystems. The Treaty of Guadalupe Hidalgo placed them directly in the path of a rapidly expanding and technologically advanced nation which saw land mainly as raw material for commerce. The desire to expand, to settle, to exploit, to "civilize," radically changed these ecosystems probably to the degree that they can never be repaired. Mining, logging, ranching, poor farming practices, water impoundments and diversion, and sprawling cities all contributed.

Cautionary voices and calls for intelligent settlement, such as those of John Wesley Powell and John Muir, were ignored or overridden. Part of the problem was ignorance: we didn't know how to settle and use an arid land, and as a result, it has taken us only 150 years to forever change a significant part of a continent -- one that abounded in environmental diversity. It's a cautionary tale with no place left to apply.

Wayne Lambert is a geologist and geographer. In this professional capacity he has travelled extensively in Mexico, and has personally visited most of the regions where the U.S.-Mexican War took place.

EVALUATION

U.S.-MEXICAN
WAR
1846-1848

We want to hear from you. What components in this curriculum kit are the most useful to you? What suggestions do you have to help us improve this kit? Please fill out the enclosed postcard and mail it to us.

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Fax 214-740-9358
E-mail joel-dunn@kera.pbs.org

Mexican Family, *photographer unknown, daguerreotype, circa 1847. Courtesy of the Amon Carter Museum, Fort Worth Texas*

180

181

***American Family,** photographer unknown, daguerreotype. Courtesy of William J. Schultz, M.D.*

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For more information call PBS VIDEO 1-800-424-7963.

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TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE THREE / CHAPTER 6

CERRO CORDO

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- Mexican forces now blocked the road to Mexico City at a point where it cut between steep hills on one side and a ravine that tumbled into a river on the other.
- The position was strong, but the troops were poorly deployed.
- One of the general's most experienced engineers, Lieutenant Colonel Juan Cano, recommended placing artillery on a nearby hill called La Atalaya.
- On April 14th, Winfield Scott reached the pass at Cerro Gordo.
- Robert E. Lee's drawings showed Scott that there was a way around the Mexican flank.
- That night, Scott ordered guns placed on the hill Santa Anna had refused to fortify himself: La Atalaya.
- By 10 a.m., the fighting was over. U.S. soldiers took more than 3,000 Mexican troops prisoner.
- Santa Anna had suffered one of the worst defeats of his life. Still, he would not give up.

KEY TERMS AND NAMES

El Encero
National Highway (National Road)
Cerro Gordo ("fat hill")
Lieutenant Colonel Juan Cano
Capt. Robert E. Lee
"flank"
La Atalaya
"to sue for peace"

Student name ______________________ Class period __________ Date __________

EPISODE THREE / CHAPTER 6

CERRO CORDO

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

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- The position was ______________, but the troops were poorly deployed.
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- By 10 a.m., the fighting was over. U.S. soldiers took more than ____________ Mexican troops prisoner.
- Santa Anna had suffered one of the worst defeats of his life. Still, he would not ________ ________.

QUOTES FROM THIS SEGMENT

- **Luis Garfias, Mexican General**

  "Casi en todas las operaciones militares que libra él en su vida militar se ve esta actitud de imponer su voluntad encima de todos. Que era producto también de ese endiosamiento que le habian hecho a él, que le hizo creer que era el único, el mejor. Y que eso ocurre cuando la gente se marea o se llena de esa droga terrible que se llama el poder."

  ("In almost all of the military operations that he conducts throughout his military career, one can see him imposing his will on others. It was also a product of this idolization that people had shown him, making him believe that he was the only one, the best. And this happens when people come under the influence of that terrible drug called power.")

- **John Eisenhower, U.S. Author**

  "Well, Cerro Gordo should have ended the war. If you had a nation that was less determined, a president who was less determined than Santa Anna, probably anybody in their right mind would have sued for peace then. The Mexican army was destroyed. The path was open to Mexico City."

- **Josefina Zoraida Vázquez, Mexican Historian**

  "Era capaz de desafiar todos estos retos increíbles. Entonces dice: "Bueno, tengo que defender el Valle de México, la Ciudad de México." Y parte. Y parte para hacer lo imposible..."

  ("He was capable of defying all of these incredible challenges. So he says, "All right, I have to defend the Valley of Mexico, Mexico City. And he sets out. He sets out to do the impossible.")

EPISODE THREE / CHAPTER 7

MR. POLK'S WAR

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- As the war with Mexico dragged on, voices of protest began to appear in U.S. newspapers, pamphlets and magazines.
- With costs and casualties mounting, opposition politicans attacked the President by denouncing what they contemptuously called Mr. Polk's War.
- Much of the opposition came from anti-slavery forces who believed that the war was part of a Southern scheme to expand slavery.
- Among those who opposed the President was the abolitionist leader and former slave Frederick Douglass.
- In an essay later called *On Civil Disobedience*, Thoreau challenged Americans to follow their conscience.

KEY TERMS AND NAMES

Frederick Douglass
Henry David Thoreau
On Civil Disobedience
anti-war activists
abolitionist

Student name ______________________________ Class period ____________ Date ______________

EPISODE THREE / CHAPTER 7

MR. POLK'S WAR

STUDENT VIEWING FOCUS SHEETS

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- With costs and casualties mounting, opposition politicans attacked the President by denouncing what they contemptuously called ____________ ____________ ____________.
- Much of the opposition came from anti-slavery forces who believed that the war was part of a Southern scheme to expand ____________________________.
- Among those who opposed the President was the abolitionist leader and former slave ______________ ______________________________.
- In an essay later called *On Civil Disobedience*, Thoreau challenged Americans to follow their ______________.

QUOTES FROM THIS SEGMENT

- **Anonymous letter published in** *Yankee Doodle* **from a soldier written November 26, 1846, from Monterrey**

  Dear Father,
  What could have possessed you to send me way off here? Your notions of military glory are altogether too exalted...There is no fun in cutting throats. I've tried it.

  I am obliged to mother for her advice...but it's no use to read the Bible in the midst of swords and bayonets...Either I am, or that book is, wrong."

- **Frederick Douglass, in an editorial for his newspaper, *North Star*, January 21, 1848**

  "The determination of our slaveholding President to prosecute the war, and the probability of his success in wringing from the people men and money to carry it on, is made evident...by the puny opposition arrayed against him. None seem willing to take their stand for peace at all risks."

- **Henry David Thoreau, in his essay *On Civil Disobedience***

  "When a sixth of the population of a nation which has undertaken to be a refuge of liberty are slaves, and a whole country is overrun and conquered by our foreign army and subjected to military law, I think it is not too soon for honest men to rebel and revolutionize...This people must cease to hold slaves and to make war on Mexico."

- **President Polk, in his diary on March 19, 1847**

  "I declared to the Cabinet that no alternative was now left but the most energetic crushing movement of our arms upon Mexico...I would not only march to the City of Mexico, but...I would pursue Santa Anna's army wherever it was, and capture or destory it."

EPISODE THREE / CHAPTER 8

DREAMS OF GLORY

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- Set beneath the twin volcanic peaks of Popocatépetl and Iztaccíhuatl, Puebla de los Angeles, with 60,000 residents was Mexico's second largest city.
- At Cholula just outside Puebla, U.S. soldiers marvelled at the sight of a gigantic pyramid more than 1,000 years old.
- Many of the soldiers had read about Cholula in a popular book called *The Conquest of Mexico* by William Prescott.
- Inspired by their role in what they saw as a grand historical drama, U.S. soldiers picnicked atop Cholula and dreamed of glory.

KEY TERMS AND NAMES

Popocatépetl
Iztaccíhuatl
Puebla de los Angeles (the city of Puebla)
poblano, -a (the Spanish adjective, meaning "from Puebla")
Captain Kirby Smith
New England Congregationalist
Ohio Methodist
Cholula
Toltec
Quetzalcóatl
William Prescott
The Conquest of Mexico
Cortés
Montezuma's palaces (also, "Moctezuma")

Student name ________________________________ Class period ______________ Date ________________

EPISODE THREE / CHAPTER 8

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STUDENT VIEWING FOCUS SHEETS

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- Many of the soldiers had read about Cholula in a popular book called _______________ _________________ ______________________________ by William Prescott.
- Inspired by their role in what they saw as a grand historical drama, U.S. soldiers picnicked atop Cholula and dreamed of ________________.

QUOTES FROM THIS SEGMENT

- **Captain Kirby Smith, with Scott's army**

  "The streets...were swarming with the multitude as far as the eye could reach... Our little army of four thousand was completely lost in the crowds that pressed around us, examining us pretty much as they would the animals in a menagerie."

- **An Ohio volunteer, with Scott's army**

  "To conquer the descendants of the Spanish conquerors, and to plant the flag of our young republic upon the capitol reared centuries ago above the ruins of Montezuma's palaces! What prospect more captivating to the youthful imagination!"

- **Lieutenant John Peck, with Scott's army**

  "Our force is small, not quite ten thousand, with an inadequate siege train and small supply of ammunition...I am confident we cannot be beaten, but...we must oppose great odds...and decide by the bayonet."

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE THREE / CHAPTER 9

THE NAKED BLADE

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- In April of 1847, President James K. Polk made one of the most important decisions of the war. He would send a diplomat to travel with Winfield Scott's army.
- His name was Nicholas Trist.
- The diplomat's assignment was to accomplish what the invasion so far had been unable to achieve: successful negotiations with Mexico.
- For more than a month, Scott and Trist refused to speak to one another, and the peace proposal remained undelivered.
- The Mexican Congress had passed a law making it an act of treason for any official to negotiate with the United States. It was a measure aimed directly at Santa Anna.

KEY TERMS AND NAMES

Nicholas Trist
U.S. consul
State Department
Thomas Jefferson
Andrew Jackson
James Madison
British diplomat
dispatch
Secretary of War
guava marmalade
Duke of Wellington
Napoleon
Waterloo
Mexican Congress

Student name ______________________________ Class period _____________ Date _______________

EPISODE THREE / CHAPTER 9

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- The ______________ _______________ had passed a law making it an act of treason for any official to negotiate with the United States. It was a measure aimed directly at _______________ _______________.

QUOTES FROM THIS SEGMENT

- **General Winfield Scott to Nicholas Trist**

  "The Secretary of War proposes to degrade me by requiring that I, the commander of this army, shall defer to you, the chief clerk of the Department of State...the question of an armistice or no armistice...is...most peculiarly a military question appertaining of necessity...to the commander of the invading forces...The safety of this army demands no less."

- **Nicholas Trist to General Winfield Scott**

  "The course determined upon by our government is what any man of plain common sense would take for granted that it must be, and it is not what your exhuberant fancy and overcultivated imagination would make."

- **General Winfield Scott to Nicholas Trist**

  "If you dare to use this style of address again, or indulge yourself in a single discourteous phrase, I shall throw back the orders and instructions with the contempt and scorn which you merit at my hands."

- **Sir Arthur Wellesley, First Duke of Wellington**

  "Scott is lost! He has been carried away by his successes. He can't take [Mexico] City and he can't fall back on his bases. He won't leave Mexico without the permission of the Mexicans."

- **General Winfield Scott**

  "I resolved no longer to depend on Veracruz, but to render my little army a self-sustaining machine...We had to throw away the scabbard and advance with the naked blade in hand."

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE THREE / CHAPTER 2

FUSS AND FEATHERS

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- In the entire United States Army, one man stood out as the general most able to win the war with Mexico and President Polk disliked him with a passion. His name was Winfield Scott, and he was the Army's general-in-chief.
- Polk despised Scott personally and feared him politically. Scott was a member of the opposing Whig party.
- Scott knew he had to move quickly. Veracruz was known to suffer devastating epidemics of malaria and yellow fever in late spring.
- The general needed troops immediately. The most available and most experienced were Zachary Taylor's soldiers in northern Mexico.
- Taylor had established his headquarters in the provincial capital of Saltillo, seventy-five miles southwest of Monterrey.
- General Santa Anna raised an army of 20,000 soldiers, but the recruits were so inexperienced that many had never held a gun.
- Santa Anna had learned from captured documents about Scott's planned invasion at Veracruz.

KEY TERMS AND NAMES

General Winfield Scott - "Old Fuss and Feathers" (Whig)
General Zachary Taylor - "Old Rough and Ready" (Whig)
President James Polk (Democrat)
Cortés
Aztecs
National Highway (from Veracruz to Mexico City)
Veracruz
malaria and yellow fever
Saltillo
Monterrey
San Luis Potosí

Student name ______________________________ Class period ____________ Date ______________

EPISODE THREE / CHAPTER 2

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- Santa Anna had learned from captured documents about Scott's planned invasion at

QUOTES FROM THIS SEGMENT

- **General Winfield Scott, writing to General Zachary Taylor**

  "My dear general, I shall be obliged to take from you most of the gallant officers and men whom you have so long and nobly commanded."

- **General Zachary Taylor, writing to General Winfield Scott**

  "Such a decimation of my army had never crossed my mind. The idea of a further advance with the remaining forces is too preposterous to be entertained for a moment."

EPISODE THREE / CHAPTER 3

SALTILLO

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- When the North Americans arrived in Saltillo at the end of 1846, the citizens receive them coldly.
- During the U.S. occupation of Saltillo, soldiers and civilians became more accustomed to one another.
- As were many volunteers from Boston, Private Sam Chamberlain was extremely daring and no less romantic concerning the war.
- Mexican civilians found themselves caught between both sides.
- On one of the occasions when Mexican civilians fought back and killed a U.S. soldier, the volunteers from Arkansas, known as Rackensackers, sought revenge.
- Taylor was outraged by the massacre and ordered the Rackensackers to return home, but before they could leave, U.S. scouts reported a large Mexican army approaching from the south.

KEY TERMS AND NAMES

Saltillo
U.S. occupation
Private Sam Chamberlain
guerrilla fighters
fandango
hacienda
"Arkansas Rackensackers"

Student name ______________________________ Class period _____________ Date _______________

EPISODE THREE / CHAPTER 3

SALTILLO

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- Taylor was outraged by the massacre and ordered the Rackensackers to _________________________, but before they could leave, U.S. scouts reported a large Mexican army approaching from the south.

QUOTES FROM THIS SEGMENT

- **Carlos Recio Dávila, Mexican Historian**

  "Cuando los norteamericanos llegan a Saltillo a fines de 1846, la gente de la ciudad los recibe muy fríamente. Todo el mundo cierre las puertas de sus casas, ponen crespones o moños negros en señal de luto por los soldados mexicanos que han muerto en Monterrey y las tropas entran y se ubican en el centro de la ciudad."

  ("When the North Americans arrive in Saltillo at the end of 1846, the citizens receive them coldly. They all close their doors and put black ribbons, or bows, of mourning on them in honor of the Mexican soldiers who had died at Monterrey as the soldiers enter and occupy the center of the city.")

- **Miguel Ángel González Quiroga, Mexican Historian**

  "Muchos de los pobladores de los municipios pequeños y de los ranchos y de las haciendas y las granjas sufrían el ataque de la guerrilla mexicana, esto, porque a veces se sospechaba que estaban ayudando al ejército norteamericano. Y, bueno, a veces también, los norteamericanos atacaban, incendiaban, arrasaban a los ranchos porque pensaban que estaban ayudando a los guerrilleros. De tal manera que era una situación en la que no podían ganar."

  ("Many of the people living in the small towns, ranches, haciendas and farms suffered attacks by the Mexican guerrilla fighters because they thought the people were aiding the North American army. And, at times, the North Americans attacked them, burned and destroyed their buildings because they thought the people were helping the guerrilla forces. It was a situation the civilians could not win.")

- **Private Sam Chamberlain**

  "Looking upon the 'greasers' as belonging to the same social class as their own Negro slaves, they plundered and ill-treated them...we were obliged to patrol the country for miles around camp to protect the wretched inhabitants and arrest these heroes."

EPISODE THREE / CHAPTER 4

BUENA VISTA

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- It was mid-February of 1847. For three weeks, Santa Anna and his army had suffered an agonizing journey north through the desolate countryside.
- Travelling with the soldiers were an unknown number of women who had chosen to march with the army and care for their men.
- The U.S. general was waiting for him at a place where the road to Saltillo ran through a narrow pass the Mexicans called La Angostura. The U.S. soldiers called it Buena Vista.
- Taylor's troops could see that they were outnumbered.
- Mexican soldiers advanced along the foot of the mountains and circled around the U.S. troops to seal off the road behind them. Instead, they met the Mississippi Rifles led by Colonel Jefferson Davis.
- Early the next morning, the U.S. soldiers looked out over the battlefield. The Mexican army was gone.
- Santa Anna mentions in his battle report that he does this because the soldiers are exhausted.
- It would be Taylor's last battle of the campaign, a victory that would make him a hero at home.

KEY TERMS AND NAMES

Second Lieutenant Manuel Balbontín
Agua Nueva
Buena Vista (the name of a hacienda)
La Angostura (the narrow pass)
plateau
gulleys (in Spanish, "arroyos")
ecclesiastical dignitaries of the Catholic church
General Manuel María Lombardini
Mississippi Rifles
Colonel Jefferson Davis
artillery
batteries
canister and grape

Student name ______________________________ Class period _____________ Date _______________

EPISODE THREE / CHAPTER 4

BUENA VISTA

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- It was mid-February of 1847. For three weeks, Santa Anna and his army had suffered an agonizing journey north through the ______________ ________________.
- Travelling with the soldiers were an unknown number of ____________________ who had chosen to march with the army and care for their men.
- The U.S. general was waiting for him at a place where the road to Saltillo ran through a narrow pass the Mexicans called La Angostura. The U.S. soldiers called it ________________ __________________.
- ______________________________ troops could see that they were outnumbered.
- Mexican soldiers advanced along the foot of the mountains and circled around the U.S. troops to seal off the road behind them. Instead, they met the Mississippi Rifles led by Colonel ____________ _____________.
- Early the next morning, the U.S. soldiers looked out over the battlefield. The Mexican army was _________.
- Santa Anna mentions in his battle report that he does this because the soldiers are __________________.
- It would be Taylor's _____________ _____________ of the campaign, a victory that would make him a hero at home.

QUOTES FROM THIS SEGMENT

- **Second Lieutenant Manuel Balbontín**

"Mucho frio, viento y nieve. En la noche anterior habian muerto de frio algunos soldados y algunas mujeres. La tropa, hambrienta y aterida de frio, se resistia a marchar."

("It's bitter cold, windy and snowing. Last night some of the soldiers and the women died. The troops, hungry and numb from the cold, refused to march.")

- **Carlos Recio Dávila, Mexican Historian**

"Se retiran a Agua Nueva y Santa Anna menciona en su parte militar escrita sobre el campo de batalla que lo hace porque los soldados están muy cansados porque tienen dos días de no probar alimento, no han podido comer durante la batalla y tienen pues también casi dos días de no probar ni siquiera agua, no haber tomado agua, entonces él decide regresar a Agua Nueva y piensa, según menciona, volver a atacar días después. En realidad no lo hace."

("They fell back to Agua Nueva, and Santa Anna mentions in his battle report that he does this because the soldiers are exhausted. They have not eaten for two days -- they could not eat during the battle, and they've gone about two days without water. So he decides to return to Agua Nueva and plans, he says, to attack again in a few days. In fact, he does not.")

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE THREE / CHAPTER 5

THE HOUR OF SACRIFICE

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- People rejoiced in the streets as cathedral bells announced special masses of thanksgiving. But when the remnants of Santa Anna's battered army finally returned, the truth was easy to see.
- The march north had been disastrous; the trip back even worse. Half of the soldiers that had started out just six weeks earlier were either dead, wounded or missing.
- In Mexico City, a revolt had broken out against Vice President Valentín Gómez Farías. Desperate for money to fight the war, Gómez Farías had tried to force the Catholic Church to contribute more funds.
- Many of the rebel officers were from the upper class. The people called them Polkos, after the polka, the dance then in fashion among the wealthy.
- Off the coast of Veracruz, General Winfield Scott was prepared to launch an invasion of the country.
- In Veracruz, the commanding officer, General Juan Morales, appealed to Mexico City for reinforcements but the government could not respond. The Polkos Revolt had paralyzed the capital.
- On March 22nd, General Winfield Scott sent an ultimatum to General Morales. Morales refused to surrender.
- For three harrowing days and nights, U.S. guns poured an estimated 6,700 shells into the city.
- Finally, the people could take no more. Veracruz surrendered.

KEY TERMS AND NAMES

Vice President Valentín Gómez Farías
National Guard (Guardia Nacional)
polka
Polkos Rebellion
amphibious landing
Veracruz
"conquering a peace"
General Juan Morales
ultimatum
Robert E. Lee
satirical press
José Fernando Ramírez

Student name ______________________________ Class period _____________ Date _______________

EPISODE THREE / CHAPTER 5

THE HOUR OF SACRIFICE

STUDENT VIEWING FOCUS SHEETS

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- People rejoiced in the streets as cathedral bells announced special masses of thanksgiving. But when the remnants of Santa Anna's battered army finally returned, the __________________ was easy to see.
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- Many of the rebel officers were from the upper class. The people called them ________________, after the polka, the dance then in fashion among the wealthy.
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- For three harrowing days and nights, U.S. guns poured an estimated ________________ shells into the city.
- Finally, the people could take no more. _________________________ surrendered.

QUOTES FROM THIS SEGMENT

- **Miguel Soto, Mexican Historian**

"La posibilidad de salvación de un esfuerzo común conjunto de los diferentes grupos políticos de México se ha ido. Entonces ahora todo es posible. Obviamente lo que está de peligro inminente es la salvación...la superviviencia del país como nación. Eso es lo que está ahí de por medio."

("The possibility of creating a united front among the difference political groups in Mexico is gone. So, now anything is possible. Obviously, what is in imminent danger is the very survival of the country as a nation. That's what's at stake.")

- **John Eisenhower, U.S. Author**

"Scott had to land an army at Veracruz, establish a supply base, march 250 miles inland, seize the capital of a hostile nation, and, thereby, bring about a peace, conquering of a peace, not conquering a nation. Now, that's a very, very tall order. And it was, as I said before, unprecedented practically in history.")

EPISODE FOUR / CHAPTER 2

A TEMPORARY PEACE

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- Santa Anna assembled the generals he still trusted. He offered his place to anyone who would take it, but no one stepped forward.
- Now that Scott was at the gates of the capital, Santa Anna decided to accept the United States' offer to negotiate a peace. At least it would buy him time.
- On August 27th, U.S. diplomat Nicholas Trist and four Mexican commissioners began their negotiations.
- Trist could offer peace only on the condition that Mexico give up territory.
- Santa Anna could not agree without being accused of treason. No other Mexican politician dared risk his career by supporting a compromise.
- The peace talks had failed. Now the truce itself began to crumble.
- Scott was convinced that Santa Anna had been using the time to fortify the city in violation of the terms of the armistice.
- On September 6th, he demanded that Santa Anna surrender by noon the next day.
- Santa Anna wrote back to Scott: "Yours will be the responsibility before the world, which readily will perceive who is the part of moderation and justice."
- Once again, soldiers on both sides prepared for battle.

KEY TERMS AND NAMES

commissioner
Nicholas Trist
Rubicon
peace talks
truce
armistice
Catita, nickname for Catalina

Student name ________________________________ Class period ______________ Date ________________

EPISODE FOUR / CHAPTER 2

A TEMPORARY PEACE

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- Santa Anna assembled the generals he still trusted. He offered ___________ __________ to anyone who would take it, but no one stepped forward.
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- Santa Anna wrote back to Scott: "Yours will be the responsibility before the world, which readily will perceive who is the part of moderation and ____________________________."
- Once again, soldiers on both sides prepared for ____________________________.

QUOTES FROM THIS SEGMENT

- **Miguel Soto, Mexican Historian**

"Esta incapacidad de llegar, de tomar una decisión de esa magnitud es muy reveladora de la situación política del momento en México. Nadie está dispuesto a correr el riesgo de algo que se sabe está perdido."

("This inability to make a decision of this magnitude is very revealing of the political situation in Mexico at this time. Nobody is willing to run the risk of something that they know is a lost cause.")

- **Nicholas Trist talking about Santa Anna**

"He could not bring himself to take the plunge into his Rubicon...and allowed himself to be carried along by a flood of circumstance...staking all upon a battle everyone felt sure he would lose."

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE FOUR / CHAPTER 3

THE FATE OF NATIONS

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- On the western approach to Mexico City was an old flour mill called Molino del Rey.
- The Battle of Molino del Rey cost Scott's forces approximately 800 casualties.
- For Santa Anna's troops, however, the toll was much higher.
- Santa Anna stationed troops and artillery at the southern and western gates to the city and at Chapultepec Castle, which dominated the approach from the west.
- Finally, Scott made his decision to attack Mexico City from the west. Against the advice of some of his officers, the general ordered an assault on Chapultepec Castle.
- Inside the castle, General Nicolás Bravo led 832 defenders, including more than 50 cadets from the Military College.
- As shells ripped through the castle walls, Bravo urgently appealed to Santa Anna for reinforcements. But none arrived.
- The assault on Chapultepec ended in bloody hand-to-hand fighting that spared few of the Mexican defenders.
- The cadets who fought at Chapultepec became national heroes in Mexico.
- On September 14th, a delegation of city leaders went to Scott's headquarters where they surrendered.
- Santa Anna resigned his presidency and Manuel de la Peña y Peña, the chief justice of the Supreme Court, became president of Mexico.
- Wanted by his own government and pursued by U.S. soldiers, Santa Anna finally fled to exile in Jamaica.

KEY TERMS AND NAMES

Gate of San Antonio
Gate of San Cosme
Gate of Belén
Molino del Rey ("the mill of the king")
Captain Kirby Smith
José Fernando Ramírez
Chapultepec Castle
General Nicolás Bravo
cadets
Military College (Colegio Militar)
Colonel Juan Cano
Lorenzo Cano
Guillermo Prieto
San Blas Battalion
Niños Héroes de Chapultepec ("Boy Heroes of Chapultepec")
Juan Escutia
San Patricio Battalion
deserters
patriots
13th of September
Plaza de Armas (today's Zócalo, central plaza)
Manuel de la Peña y Peña
courtmartial
lower class
social revolution

Student name ______________________________ Class period _____________ Date _______________

EPISODE FOUR / CHAPTER 3

THE FATE OF NATIONS

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

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- Wanted by his own government and pursued by U.S. soldiers, Santa Anna finally fled to exile in ______________________________.

QUOTES FROM THIS SEGMENT

- **Colonel Juan Cano**

"Querido Tío,
Estoy cierto que mañana moriremos, y como no quiero dar a mis ancianos padres la imponderable amargura de recibir al mismo tiempo la nueva de la muerte de sus dos hijos, le suplico detenga a mi hermano Lorenzo que está empeñado en permanecer a mi lado, y que estoy seguro perecería conmigo si se quedara en Chapultepec."

("Dear Uncle, I am certain that tomorrow we shall die. I don't want my elderly parents to suffer the unbearable grief of learning that two sons have died at the same time, so I beg you to keep my brother Lorenzo from returning to my side. If he were here at Chapultepec, I am sure he would die with me.")

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE FOUR / CHAPTER 5

LEGACY

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- On the 4th of July, 1848, as U.S. veterans of the war with Mexico marched proudly on parade in their nation's capital, the countersigned Treaty of Guadalupe Hidalgo arrived from Mexico City.

- On Inauguration Day in 1849, Polk watched as his political rival, Zachary Taylor, the victor of Monterrey and Buena Vista, was sworn in as the 12th president of the United States.

- Three months after the war, Polk died in Tennessee.

- Although defeated in battle and forced into exile, Antonio López de Santa Anna would be called to the presidency of his country yet again in 1853. Two years later, he was back in exile, not to return to Mexico for nearly 20 years.

- The lands taken from Mexico would become an important source of wealth for a growing U.S.
The discovery of gold in California spurred a great westward migration of entrepreneurs and settlers seeking new opportunities.

- For Native Americans, it was the latest invasion of their homeland and the beginning of a another struggle for survival that would continue for generations.

- After the Treaty of Guadalupe Hidalgo, more than 75,000 Mexicans chose to remain on land which had now become part of the United States. Most would become U.S. citizens, but many would lose the land on which their families had lived for generations.

KEY TERMS AND NAMES

Democratic party
Zachary Taylor
Monterrey
Buena Vista
James Knox Polk
Tennessee
Antonio López de Santa Anna
Doña Dolores Tosta de Santa Anna
Guillermo Prieto
Apuntes para la historia de la guerra entre México y los Estados Unidos
Benito Juárez
General Robert E. Lee
General Ulysses S. Grant
Appomattox
California gold rush
Sate-Angiah (Sitting Bear)
Mariano Guadalupe Vallejo
President Harry Truman
Chapultepec Monument
imperialism
geopolitics

Student name ______________________________ Class period ______________ Date ______________

EPISODE FOUR / CHAPTER 5

LEGACY

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

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- The lands taken from Mexico would become an important source of wealth for a growing U.S. The discovery of gold in California spurred a great ______________ ______________ of entrepreneurs and settlers seeking new opportunities.
- For Native Americans, it was an invasion of their homeland, and the beginning of a struggle for survival that would continue for ___________________________.
- After the Treaty of Guadalupe Hidalgo, more than ____________________ Mexicans chose to remain on land which had now become part of the United States. Most would become __________ __________, but many would lose the land on which their families had lived for ______________________.

QUOTES FROM THIS SEGMENT

- **John Eisenhower, U.S. Author**

  "I think the biggest thing that Americans have to realize is that the Mexicans have not forgotten this. And so if we think that we are being friendly, hospitable, generous, in dealing with the Mexicans these days and find that they have some reserve, it is because they are very conscious of history. I think an understanding of the Mexican War will let us understand better how they feel about it."

- **Jesús Velasco-Márquez, Mexican Historian**

  "Para México, perdimos el territorio. Pero la experienca de ser invadidos nos dío a los mexicanos los elementos necesarios para pensar y recomponer a nuestro país, y consolidar nuestra nación."

  "For Mexico we lost the territory. But the experience of being invaded gave us Mexicans the nesessary elements to re-think, to recreate our country and consolidate our nation."

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE FOUR / CHAPTER 4

THE TREATY OF GUADALUPE HIDALGO

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- Even with U.S. forces in control of Mexico City, Winfield Scott faced a perilous situation. The U.S. Army had never before occupied a foreign capital.
- For weeks, Mexican leaders had struggled to form a government stable enough to even attempt negotiations.
- The United States would pay Mexico $15 million. The lands of Upper California and New Mexico would be ceded to the United States.
- Mexicans living in the territory transferred to the U.S. could stay on their land and choose either U.S. or Mexican citizenship, or they could leave. Most would choose to stay.
- On February 2, 1848, Trist and the Mexican commissioners signed the Treaty of Guadalupe Hidalgo.
- President Polk submitted it to the Senate without changes. He knew that ratification would face strong opposition from those who wanted to take all of Mexico.
- In the end, the moderates prevailed, and the U.S. Senate approved the treaty.
- In Mexico, President de la Peña y Peña confronted extremist factions of his own in the Mexican Congress. Some delegates argued for continuing the war. Too many had sacrificed too much to accept defeat.
- On May 30, 1848, the Mexican Congress approved the treaty. The war was officially over.

KEY TERMS AND NAMES

Nicholas Trist
James Buchanan, U.S. Secretary of State
Interim President of Mexico, Manuel De la Peña y Peña
General Winfield Scott
to cede
Upper California
Nueces River
Río Grande, or "Río Bravo del Norte"
citizenship
Virgin of Guadalupe
Basílica
Treaty of Guadalulpe Hidalgo
ratification
Virginia Trist
José Bernardo Couto
"All Mexico" movement
extremist factions
moderates
John C. Calhoun
Manifest Destiny
New Spain

Student name ______________________________ Class period _____________ Date _______________

EPISODE FOUR / CHAPTER 4

THE TREATY OF GUADALUPE HIDALGO

STUDENT VIEWING FOCUS SHEETS

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- On May 30, 1848, the Mexican Congress ______________________ the treaty. The war was officially over.

QUOTES FROM THIS SEGMENT

- **U.S. Secretary of State James Buchanan to Nicholas Trist, October 6, 1847**

  "The President, believing that your continued presence with the army can be productive of no good...has directed me to recall you from your mission...He has determined not to make another offer to treat with the Mexican government...They must now sue for peace."

- **Nicholas Trist to James Buchanan**

  "If the present opportunity be not seized at once...all chance of making a treaty at all will be lost...probably forever."

- **Antonia Castañeda, U.S. Historian**

  "The border is created, this artificial political border, and suddenly a family, a part of the family is on one side, and the other part of the family is on the other side. So it splits families. It pulls them apart. And they are suddenly not only on opposite sides of the border, but politically, because the war continued to be fought in many respects, although no longer militarily, they are now in that sense enemies. Although they don't construct themselves in that way or see themselves in that way."

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE FOUR / CHAPTER I

INTO THE VALLEY OF MEXICO

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- On August 10, 1847, General Winfield Scott and his army marched out of the mountains to discover the Valley of Mexico which was 3000 feet below them.
- The capital was surrounded by lakes and marshes. Several causeways crossed the waters and six entered the city at a fortified gate.
- Bells were forged into cannons and closets were ransacked for old muskets. Thousands left their jobs to join the National Guard, the pride of the city.
- Most of Santa Anna's 25,000 troops were positioned at strategic points around Mexico City. The rest would meet the Yankees east of the capital at El Peñón, a prominent hill overlooking the National Road.
- When Scott avoided El Peñón, Santa Anna quickly re-formed his defenses, placing 20,000 soldiers in a five-mile line between Scott and the city.
- Santa Anna now had the U.S. army's approach to the capital blocked. The strategy might have worked, but for the actions of one of Santa Anna's rivals.
- The Battle of Contreras lasted only 17 minutes. Seven hundred Mexican soldiers were killed, and 813 more were taken prisoner; among them were four generals.
- Santa Anna searched for a way to hold on to his command. In that same evening, he sent envoys to Scott's headquarters to propose a truce.

KEY TERMS AND NAMES

General Winfield Scott
General Antonio López de Santa Anna
Mexico City
Valley of Mexico
William Prescott's *History of the Conquest of Mexico (1843)*
Hernán Cortés
Tenochtitlan
"Venice of the Aztecs"
causeway
Captain Kirby Smith
National Guard
Private Perfecto Falcón
El Peñón
Guillermo Prieto
lava rock, "pedregal"
General Gabriel Valencia
Contreras
Robert E. Lee
Manuel Gómez Pedraza
Churubusco River
Colonel Juan Cano
San Patricio Battalion
deserters
Independencia Battalion
truce
armistice
José Fernando Ramírez

Student name ________________________________ Class period ______________ Date ________________

EPISODE FOUR / CHAPTER I

INTO THE VALLEY OF MEXICO

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- On August 10, 1847, General Winfield Scott and his army marched out of the mountains to discover the Valley of Mexico which was _______________ feet below them.
- The capital was surrounded by __________________ __________________ ______________ _______. Several causeways crossed the waters, and six entered the city at a fortified gate.
- Bells were forged into ____________________________ and closets were ransacked for old muskets. Thousands left their jobs to join the ________________ ________________, the pride of the city.
- Most of Santa Anna's __________________________ troops were positioned at strategic points around Mexico City. The rest would meet the Yankees east of the capital at El Peñón, a prominent hill overlooking the _________________________________.
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EPISODE ONE / CHAPTER 5

THE TERRIBLE WORD

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- In July 1845, Texans accepted the United States' offer of annexation.
- In July of 1845, President Polk ordered U.S. troops to the Texas coast. Their mission was to defend the border with Mexico.
- With the nation in the grip of war fever, President José Joaquín de Herrera knew that his desire for peace could lead to his downfall.
- Quietly, Herrera looked for a way to preserve national honor without going to war.
- By now, the President Polk's objective extended beyond Texas to the Mexican territories of New Mexico and California.
- The Mexican president and his cabinet were accused of treason for trying ot settle the dispute.
- General Mariano Paredes turned his army around, marched on Mexico City and forced Herrera to resign.

KEY TERMS AND NAMES

President José Joaquín de Herrera (Ho-SAY Ho-ah-KEEN HEH-rre-ra)
inherited
war fever
José Fernando Ramírez (Ho-SAY Fer-NAN-do Ra-MEER-es)
envoy
John Slidell
"claims"
"at cannon's point"
Veracruz
treason
"bottomless abyss"
San Luis Potosí (Sahn Loo-YSS Poto-SEE)
Mariano Paredes

Student name ______________________ Class period __________ Date __________

EPISODE ONE / CHAPTER 5

THE TERRIBLE WORD

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- In July 1845, Texans accepted the United States' offer of ____________________.
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- The Mexican president and his cabinet were accused of ______________ for trying to settle the dispute.
- General Mariano Paredes turned his army around, marched on Mexico City and forced Herrera to ________________________.

QUOTES FROM THIS SEGMENT

- **José Fernando Ramírez - Mexican scholar and politician, who witnessed the war**

"Aquel que hable primero de paz será el que pierda la lucha, y por esa razón nadie quiere espresar [expresar] la terrible palabra."

("The struggle will be lost by the first one to speak about peace, and for that reason no one wants to express the terrible word.")

- **Josefina Zoraida Vázquez - Mexican Historian**

"Mientras el gobierno mexicano piensa que el enviado, el enviado especial norteamericano, va a venir a reanudar las relaciones y seguramente a pagar o a arreglar una indemnización por la pérdida de Texas, para los norteamericanos, Texas ya es cosa del pasado y la única cosa que les interesa es comprar territorio."

("While the Mexican government thinks the representative [Slidell], the special North American representative, is coming to renew relations and surely to pay, or arrange for indemnification for the loss of Texas...for the North Americans, Texas is already a thing of the past, and the only thing that interests them is to buy territory.")

- **David Pletcher - U.S. Historian**

"The one way to provoke the Mexicans into resistance was the way that Polk had chosen. That is, to present a strong front and bluff the Mexicans into resisting. Or into yielding. In other words, negotiating with them at cannon's point."

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE ONE / CHAPTER 6

ROUGH AND READY

STUDENT VIEWING FOCUS SHEETSE

QUESTIONS

- Dana was one of 4,000 U.S. soldiers camped at Corpus Christi.
- Nearly fifty percent of the enlisted men were recent immigrants.
- The troops were commanded by a 61 year-old general from Kentucky named Zachary Taylor.
- Taylor had earned respect for the fearless way he had fought alongside his men five years earlier during the Seminole War.
- To the soldiers who admired both his courage and his homespun ways, Taylor was known as "Old Rough and Ready."
- Throughout the fall and winter of 1845, Taylor organized his army.
- Major Samuel Ringgold drilled his light artillery units into a fast-moving force the soldiers called "flying artillery."

KEY TERMS AND NAMES

Lieutenant Napoleon Jackson Tecumseh Dana
Corpus Christi
Nueces River ("nueces" means walnuts)
juggernaut
West Point
General Zachary Taylor, nicknamed "Old Rough and Ready"
Seminole War
Ulysses S. Grant
Major Samuel Ringgold
flying artillery
bayonet

Student name ______________________________ Class period _____________ Date _______________

EPISODE ONE / CHAPTER 6

ROUGH AND READY

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- Dana was one of ____________________ U.S. soldiers camped at Corpus Christi.
- Nearly fifty percent of the enlisted men were recent _______________________________________.
- The troops were commanded by a 61 year-old general from Kentucky named ___________ ____________.
- Taylor had earned respect for the fearless way he had fought alongside his men five years earlier during the _______________ ____________________.
- To the soldiers who admired both his courage and his homespun ways, Taylor was known as _________________ _________________ _____________________.
- Throughout the fall and winter of _______________________, Taylor organized his army.
- Major Samuel Ringgold drilled his light artillery units into a fast-moving force the soldiers called _____________________ _________________________.

QUOTES FROM THIS SEGMENT

- **Lieutenant Napoleon Jackson Tecumseh Dana**

Corpus Christi, September 4, 1845

Dear Sue,
This is the dirtiest place, I believe, I was ever in. It is almost impossible to keep clean. I have got on a dark woolen purple shirt...It may smell a little after the second week, but the strong breeze carries off the odor. I have just been begging Crittenden to...wash himself, but he appears like all the rest to have no regard for the nasal or optical organs of his fellow wallowers.

August 29, 1845

Dear Sue,
If Mexico declares war, I believe General Taylor means to march us right on to Matamoros. If he does, it is to be hoped that we will not get a whipping...What a military show we have here and how much of the pomp of war with none of the glory...I wish I had all of my glory and was on my way home again. But let us hold on and see what Mr. Polk is going to do.

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE ONE / CHAPTER 7

"HOSTILITIES HAVE BEGUN"

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- With the failure of the Slidell mission, Polk had ordered Taylor to take a position on the Río Grande, called the Río Bravo del Norte by Mexicans, opposite the town of Matamoros.
- Mexico had claimed the Nueces River as its border with the United States, but Polk had adopted Texas' claim that the border was at the Río Grande. When Taylor and his army crossed the Nueces, he was crossing into disputed territory.
- On April 24th, the stalemate on the Río Grande was broken when fresh troops arrived led by General Mariano Arista.
- The skirmish was over in a matter of minutes but as far as General Zachary Taylor was now concerned, the United States was at war.

KEY TERMS AND NAMES

Ulysses Grant
dragoons
Slidell mission
Río Grande River, (known as the Río Bravo del Norte in Mexico)
disputed territory
Matamoros
"Stars and Stripes"
Army of the North
Fort Texas (later called Fort Brown, site of today's city of Brownsville)
"cuotas de sangre," or "quotas of blood"
General Mariano Arista
Rancho de Carricitos
Palo Alto ("tall stick")
Resaca de la Palma ("dry river bed, near palm tree")

Student name ________________________________ Class period ______________ Date ________________

EPISODE ONE / CHAPTER 7

"HOSTILITIES HAVE BEGUN"

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

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- Mexico had claimed the Nueces River as its border with the United States, but Polk had adopted Texas' claim that the border was at the Río Grande. When Taylor and his army crossed the Nueces, he was crossing into ___________________________ territory.
- On April 24th, the stalemate on the Río Grande was broken when fresh troops arrived led by General Mariano ___________________________.
- The skirmish was over in a matter of minutes but as far as General Zachary Taylor was now concerned, the United States was _________________ ____________________.

QUOTES FROM THIS SEGMENT

- **Lt. Ulysses Grant, U.S. Army**

"As we lay upon the seashore, the artillery at the fort could be distinctly heard. The war had begun. What General Taylor's feelings were I do not know; but for myself, a young second lieutenant who had never heard a hostile gun before, I felt sorry that I had enlisted."

- **José María Iglesias, colleague of Guillermo Prieto's and one of the writers of *Notes on the History of the War Between Mexico and the U.S.***

"La artillería de los norte americanos...hace estragos horrorosos en las filas del ejército mexicano...las tropas, cansadas por fin de morir tan inútilmente, piden a gritos que se les conduzca sobre el enemigo a la bayoneta, porque lo que quieren es batirse de cerca y sacrificarse como deben hacerlo los valientes."

("The American artillery...ravaged the Mexican ranks horribly...the troops, frustrated by the needless deaths, cried out for permission to attack the enemy at bayonet's point and die as brave men should.")

EPISODE ONE / CHAPTER 8

DECLARATION OF WAR

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- In Washington on Saturday, May 9th, 1846, President Polk and his cabinet discussed what steps to take next with Mexico.
- The President hoped a declaration of war would pressure Mexico into resolving the Texas border issue and selling its northern territories.
- President Polk said: "After repeated menaces, Mexico has passed the boundary of the United States, and shed American blood upon the American soil.
- Those who opposed war feared that any land taken from Mexico would add more slave territory to the union.
- Historian David Pletcher said: "The arguments which Polk's Democrats used were, 'we must back up the troops. They have been attacked by Mexico and we must send them supplies. And we must send them reinforcements. And if we do that we might as well declare war.'"
- In the end, Congress declared war and authorized $10 million and 50,000 volunteers.
- For the first time, tens of thousands of American soldiers would be sent to fight on foreign soil.

KEY TERMS AND NAMES

Cabinet
Polk's War Message to Congress
Rancho de Carricitos (April 24th skirmish)
Polk's "call to arms"
"American blood on American soil"
expansionists in Congress
Congress' Declaration of War
appropriation

Student name ______________________________ Class period _____________ Date _______________

EPISODE ONE / CHAPTER 8

DECLARATION OF WAR

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

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- The President hoped a declaration of war would pressure Mexico into resolving the Texas border issue and selling its______________________ territories.
- President Polk said: "After repeated menaces, Mexico has passed the boundary of the United States, and shed American blood upon the American ____________________.
- Those who opposed war feared that any land taken from Mexico would add more __________________ ______________________ to the union.
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- In the end, Congress declared war and authorized $10 million and ___________________ volunteers.
- For the first time, tens of thousands of American soldiers would be sent to fight on _______________ ____________________.

QUOTES FROM THIS SEGMENT

- **From the Diary of President James K. Polk**

  "All agreed that if the Mexican forces at Matamoros committed any act of hostility on General Taylor's forces, I should immediately send a message to Congress recommending an immediate declaration of war."

- **War Message to Congress, May 11, 1846, by President James K. Polk**

  "After repeated menaces, Mexico has passed the boundary of the United States, and shed American blood upon the American soil...As war exists, notwithstanding all our efforts to avoid it, and exists by act of Mexico herself, we are called upon by every consideration of duty and patriotism to vindicate the honor, the rights and the interest of our country."

- **David Pletcher, U.S. Historian**

  "The arguments which Polk's Democrats used were, 'We must back up the troops. They have been attacked by Mexico and we must send them supplies. And we must send them reinforcements. And if we do that we might as well declare war.'"

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE ONE / CHAPTER I

INTRODUCTION

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- In 1846, two neighboring countries went to war over a border traced by a river.
- The fighting began near the Río Grande/Bravo.
- In the end, Mexico was stripped of nearly half of its territory.
- The land transformed the United States into a continental power reaching from sea to sea.
- The soldiers came from every region of their country.
- For Mexican and Indian families living in the territories surrendered to the U.S., there was a bitter consequence even to peace.
- In the U.S., some saw the victory as proof that their country was a model republic favored by God.
- Yet, others wondered if the conquered territory had come at the price of the nation's ideals.
- The end of the war was the beginning of a new era. The U.S. and Mexico would now share a new border and would have to learn to live together as neighbors.

KEY TERMS AND NAMES

"Hall of Montezuma"
Chihuahua
Oaxaca
Guanajuato
Veracruz
Palo Alto
Cerro Gordo
Buena Vista
Guillermo Prieto
Apuntes para la historia de la guerra entre México y los Estados Unidos
(Notes on the History of the War between Mexico and the United States)
"model republic"
Thomas "Stonewall" Jackson, Robert E. Lee, Ulysses S. Grant
Ralph Waldo Emerson

Student name ______________________________ Class period _____________ Date _______________

EPISODE ONE / CHAPTER I

INTRODUCTION

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- In __________, two neighboring countries went to war over a border traced by a river.
- The fighting began near the Río ________________.
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- The soldiers came from every _______________ of their country.
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- The end of the war was the beginning of a new era. The U.S. and Mexico would now share a ____________ ____________ and would have to learn to live together as neighbors.

QUOTES FROM THIS SEGMENT

- **From Guillermo Prieto and his group of Mexican writers, intellectuals, soldiers and politicians who wrote "Notes on the History of the War between Mexico and the United States" in 1848**

  "Por primera vez iban a medir sus fuerzas, por sostenener los derechos de su nación respectiva, los hijos de dos razas destinadas al parecer por el Ser Supremo para destrozarse así en el antiguo como en el nuevo continente."

  ("For the first time, they came to measure their strength, and to sustain the rights of their respective nations; these sons of two distinct races, now meeting to appear before a Supreme Being, destroying each other in the new continent as they had in the old.")

- **From *The U.S.-Mexican War* documentary**

  "In the U.S., soldiers, journalists, artists and historians published their own accounts of the war with Mexico. Some saw the victory as proof that theirs was a model republic favored by God. Yet others wondered if the conquered territory had come at the price of the nation's ideals."

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE ONE / CHAPTER 2

NEIGHBORS AND STRANGERS

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- The U.S.-Mexican War was a clash between neighbors who were strangers, two republics born into separate worlds.
- One [the United States] was a brash, rapidly expanding nation of 20 million people, driven by democratic principles and transformed by new technologies.
- Meanwhile, Mexico's seven-and-a-half million people were living a very different experience rooted in Spanish and native traditions handed down for centuries.
- The land transformed the United States into a continental power reaching from sea to sea.
- From 1810 to 1821, Mexico fought a successful but devastating war for independence from Spain.
- In the 27 years between the revolution and the end of the war with the U.S., Mexico would undergo 22 changes of administration.
- One of Mexico's greatest resources was land, almost one and a half million square miles.
- Mexico would not sell territory to the U.S. because it was a matter of national honor.
- Many Mexicans feared the United States because it had rapidly expanded across the continent.

KEY TERMS AND NAMES

"go-ahead nation"
New Spain
Aztec
Industrial Revolution
Capitalist system
Indigenous peoples
Medieval Europe
Frances ("Fanny") Calderón de la Barca
Spanish minister - an ambassador, not a religious minister
Catholicism
Square mile
Borderland
Integrity of territory
José Manuel Zosaya, the Mexican Republic's first minister to the U.S.
Republic

Student name ______________________________ Class period _____________ Date _______________

EPISODE ONE / CHAPTER 2

NEIGHBORS AND STRANGERS

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

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- One [the United States] was a brash, rapidly expanding nation of _______ _______ people, driven by democratic principles and transformed by new technologies.
- Meanwhile, Mexico's ________ _____ _ ________ ________ _______ people were living a very different experience rooted in Spanish and native traditions handed down for centuries.
- The land transformed the United States into a continental power reaching from __________ ___________.
- From 1810 to 1821, Mexico fought a successful but devastating war for independence from ___________.
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- Mexico would not sell territory to the U.S. because it was a matter of _______________ _______________.
- Many Mexicans feared the United States because it had rapidly _______________ across the continent.

QUOTES FROM THIS SEGMENT

- **Robert Johannsen, U.S. Historian**

  "The United States was often times referred to as a 'go-ahead' nation in quotation marks -- a 'go-ahead people' with the locomotive almost as a symbol. This is all part of this boundlessness, all part of this idea of no limits on what people can achieve."

- **Jesús Velasco-Márquez, Mexican Historian**

  "Los Estados Unidos nacieron modernos. Ya están bajo la influencia de una revolución industrial, de un desarrollo capitalista. Y cuando México surge por la conquista española y la mezcla indigena, hereda instituciones de Europa medievales, o casi medievales. Y un tradicionalismo indígena enorme. Para los Estados Unidos ser modernos es un acto de evolución natural. Para México modernizarse significa romper estructuras. Destruir esquemas. Cambian mentalidades."

  ("The United States was born modern. They are already under the influence of the industrial revolution, of a capitalist system. When Mexico takes shape after the Spanish conquest and the blending with indigenous peoples, it inherits medieval European institutions, or almost medieval, and a deep history of native traditions. For the United States, to be modern is an act of natural evolution. For Mexico to become modern means tearing down its institutions, destroying its social system and changing its way of thinking.")

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE ONE / CHAPTER 3

THE WOUND

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- In 1836, Mexico suffered a wound that it would blame on the U.S.
- More colonists were needed. In 1823, the Mexican government made a fateful decision: it opened Texas to foreign settlers.
- Immigrants who would become Mexican citizens were offered cheap land and deferred taxes.
- In 1835, the Mexican Congress abolished most of the states' rights and centralized power in Mexico City.
- A battle was fought in San Antonio at an abandoned mission known as the Alamo.
- In Mexico, the loss [of Texas] unleashed a wave of anger against the United States.

KEY TERMS AND NAMES

Tejanos
deferred taxes
Zacatecas and Yucatán
Sam Houston
anarchy
Antonio López de Santa Anna
"no quarter will be given them"
war of extermination
Alamo
Goliad
San Jacinto (ha-SIN-toe)
José María Tornel y Mendivil
"weak meteors shine fitfully in the firmament"
amputation
exile
Havana

Student name ______________________________ Class period _____________ Date _______________

EPISODE ONE / CHAPTER 3

THE WOUND

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

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- More colonists were needed. In ____________, the Mexican government made a fateful decision: it opened Texas to foreign settlers.
- Immigrants who would become Mexican citizens were offered __________ __________ and deferred taxes.
- In 1835, the Mexican Congress abolished most of the states' _____________ and centralized power in Mexico City.
- A battle was fought in San Antonio, at an abandoned mission known as the ________________.
- In Mexico, the loss [of Texas] unleashed a wave of anger against ___________ ___________ ___________.

EPISODE ONE / CHAPTER 4

HARDEST WORKING MAN IN THE U.S.

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- On a rainy day in March 1845, United States President James Knox Polk stood on the steps of the capital in Washington.
- Polk's wife, Sarah, had managed his early political campaigns.
- Polk's goals were influenced by his mentor, former President Andrew Jackson.
- The expansionist vision would be condensed into one of the most powerful phrases in American history: Manifest Destiny.
- During his campaign, Polk had called for the annexation of Texas and the occupation of Oregon territory. But on both issues, he faced the risk of war.
- In February of 1845, the U.S. Congress voted to annex Texas.
- For years, Mexico had warned the U.S. that to annex Texas would be "the equivalent of war."

KEY TERMS AND NAMES

James Knox Polk
Sarah Polk
inaugural address
Speaker of the House
Andrew Jackson and his philosophy of westward expansion
exploitation
Manifest Destiny
"Anglo-Saxon supremacy"
model republic
annexation
Oregon territory
Mexican minister (ambassador) General Juan N. Almonte
"act of aggression"

Student name ______________________________ Class period _____________ Date _______________

EPISODE ONE / CHAPTER 4

HARDEST WORKING MAN IN THE U.S.

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

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- During his campaign, Polk had called for the annexation of Texas and the occupation of Oregon territory. But on both issues, he faced the risk of ____________.
- In February of 1845, the U.S. Congress voted to ______________ _________________.
- For years, Mexico had warned the U.S. that to annex Texas would be "the equivalent of ______________."

QUOTES FROM THIS SEGMENT

- **Robert Johannsen, U.S. Historian, about Manifest Destiny**

"To extend the boundaries of the United States was to extend the area of freedom, this was a common feeling. The model republic had certain obligations."

- **General Juan N. Almonte, Mexican Minister, with Mexico's response to the annexation of Texas (1845)**

"Es un acto [de agresión] de lo más injusto que se puede encontrar en la historia moderna, o sea se trata de despojar una cantidad cuantiosa del territorio de una nación amistosa como es México."

("Nowhere in the annals of modern history can one find a more unjust act: to rob a friendly nation like Mexico of so large a portion of her territory.")

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE TWO / CHAPTER 4

THE OTHER SHORE

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- The Mexican territory of California lay so far from Mexico City that its people were called "those from the other shore." About 7,000 Californios lived there, mostly along the coast.

- Over the years, Mariano Guadalupe Vallejo had built his reputation and his estate by faithfully serving Mexico as an officer in the army. But like other Californios, Vallejo had come to resent Mexico's neglect of the region.

- Sutter's Fort attracted a large colony of immigrants from the U.S. Each year brought more wagons across the mountain. The tide was rising, in part because of the exploits of a man known as the "Pathfinder." Captain John Charles Frémont was arrogant and reckless, but he was also one of the most famous explorers of the time.

- Mariano Vallejo argued that California's best hope lay in an alliance with the United States.

- The American settlers who arrested Vallejo declared that they were establishing an independent republic in California.

- U.S. Commodore John Sloat cautiously entered Monterey harbor. In the event of a declaration of war, his orders were to occupy California's ports and, if possible, bring about the peaceful annexation of the territory.

- In December of 1846, the exhausted soldiers of Stephen Kearny's command finally reached San Diego. Just forty miles from the coast, near the village of San Pascual, Kearny's troops had suffered heavy casualties in a clash with a company of skilled Californio lancers. At San Gabriel, and again at La Mesa, the Californios fought bravely but to no avail.

- The war in the borderlands was over, but even with California and New Mexico under U.S. control, President Polk faced a frustrating predicament. He had the territories he wanted for the U.S., but he could not keep them unless Mexico surrendered, and this Mexico would not do.

KEY TERMS AND NAMES

ports of call
"California banknotes"
ranchero
Mariano Guadalupe Vallejo
Sonoma Valley
San Francisco Bay
garrison
Sutter's Fort
dragoons
diplomat
alliance
Captain John Frémont, the "Pathfinder"

Jessie Benton Frémont
Bear Flaggers and the Bear Flag Revolt
Rosalía Vallejo Leese
Salvador Vallejo
U.S. Commodore John D. Sloat
Monterey
Doña María de las Angustias de la Guerra
Battles of San Pascual, San Gabriel and La Mesa
Guillermo Prieto
James K. Polk
Colonel Alexander Doniphan
General John E. Wool

Student name ______________________________ Class period ____________ Date ______________

EPISODE TWO / CHAPTER 4

THE OTHER SHORE

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

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TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE TWO / CHAPTER 5

"THEY DIE LIKE DOGS"

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- By the end of June 1846, 12,000 U.S. soldiers -- West Point officers, untrained city men, frontier veterans and college boys -- were camped along the Río Grande. There were shortages of everything.
- In July, he ordered his troops to the village of Camargo, upriver on the Río Grande. From Camargo, Taylor planned to march on the city of Monterrey to the southwest.
- Most of the volunteers knew nothing about camp sanitation, and many became sick. Soon, they started to die.
- Another young officer named George McClellan was horrified. "They die," he said, "like dogs."
- One out of every eight soldiers, 1500 in all, perished at Camargo. Almost as many as would die in battle during the entire war.

KEY TERMS AND NAMES

Brazos Santiago ("arms of St. James")
Camargo
Monterrey
camp sanitation
dysentery and diarrhea
chaparral
death march
George McClellan
mockingbirds

Student name ______________________________ Class period ____________ Date _______________

EPISODE TWO / CHAPTER 5

"THEY DIE LIKE DOGS"

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- By the end of June 1846, ________________ U.S. soldiers -- West Point officers, untrained city men, frontier veterans and college boys -- were camped along the Río Grande. There were shortages of ________________________________.
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- Another young officer named _____________ _____________ was horrified. "They die," he said, "like dogs."
- One out of every eight soldiers, _______________ in all, perished at Camargo. Almost as many as would die in battle during the entire war.

QUOTES FROM THIS SEGMENT

- **General Zachary Taylor**

  "I might suppose there was an intention among the high functionaries to break me down...the large force now under my command will from design or incompetency of others have to return to their homes without accomplishing anything...The responsibility...will be thrown on me..."

- **Captain John R. Kenley**

  "We marched with a burning sun overhead and burning sand beneath our feet...not a drop of rain had fallen...and the dust hung over our heads with smothering denseness from which there was no escape."

- **Captain Luther Giddings**

  "Scarcely a day elapsed that the muffled drums...did not announce the departure of one or more poor fellows to the chaparral. The death march was ever in our ears."

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE TWO / CHAPTER 6

MONTERREY

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- General Zachary Taylor had been forced to march from Camargo with only 6,000 troops. Almost half the army had been left behind. Many of the volunteers were still sick, and pack animals were scarce.

- At Monterrey, the city prepared to defend itself. The provincial capital with a population of 10,000 people had been reinforced with more than 7,000 soldiers led by General Pedro de Ampudia.

- Taylor decided on a risky plan: he would split his army into two. While Taylor directed a diversionary attack on the city's east side, General William Worth would attack on the west. The road to Saltillo would be cut off, and with it any hope of Mexican reinforcements.

- The battles were hard fought. Later, a Texas Ranger would say, "I have never called a Mexican a coward since."

- General Ampudia made the most of the opportunity, persuading Taylor to agree to an eight week armistice. The Mexican soldiers were allowed to keep all their arms except the heavy cannon. On September 25th, 1846, the Mexican army withdrew from Monterrey.

- When President Polk received the news of the armistice, he was furious.

KEY TERMS AND NAMES

Galveston
Major Philip Barbour and his wife, "Mattie"
General Pedro de Ampudia
Mexico's Independence Day: Sept. 16, 1810
General William Worth (Fort Worth, Texas, is named for him)
Guillermo Prieto
Dr. José Sotero Noriega
Captain Kirby Smith
Texas Rangers
Bishop's Palace
Saltillo
armistice
Tenochtitlan
Hernán Cortés
"The Maid of Monterey" (old spelling had only one "r")
Thomas Bangs Thorpe
General Winfield Scott
General Antonio López de Santa Anna

Student name ______________________________ Class period _____________ Date _______________

EPISODE TWO / CHAPTER 6

MONTERREY

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

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- At Monterrey, the city prepared to defend itself. The provincial capital with a population of _____________ people had been reinforced with more than 7,000 soldiers led by General Pedro de Ampudia.
- Taylor decided on a risky plan: he would split his army into two. While Taylor directed a diversionary attack on the city's east side, General William Worth would attack on the _____________. The road to Saltillo would be cut off, and with it any hope of Mexican reinforcements.
- The battles were hard fought. Later, a _____________ ______________ would say, "I have never called a Mexican a coward since."
- General Ampudia made the most of the opportunity, persuading Taylor to agree to an eight week ________________________. The Mexican soldiers were allowed to keep all their arms except the heavy cannon. On September 25th, 1846, the Mexican army withdrew from Monterrey.
- When President Polk received the news of the armistice, he was _____________________.

QUOTES FROM THIS SEGMENT

- **Israel Cavazos, historian and official "Cronista" of Monterrey (chronicler of the City's history)**

  "La salida del ejército mexicano debe haber sido drámatica, terrible. Quizás me recordaría un poco la salida de Tenochtitlan, al terminar el sitio por Hernán Cortés, la caravana doliente y despedazada, arrastrando su miseria, llevando consigo sus enfermos, sus heridos y sufriendo la carencia de todo para dejarse a cumplir con un convenio denigrante. Honoroso, tal vez, pero terrible."

  ("The departure of the Mexican army must have been dramatic, terrible. Perhaps it reminds me a bit of the departure from Tenochtitlan, at the end of the siege of Hernán Cortés: that ailing and tattered caravan, dragging along in misery, carrying its sick its wounded, and suffering the want of everything that would allow it to fulfill a denigrating, terrible agreement. Honorable, perhaps, but terrible.")

- **President James K. Polk**

  "If General Taylor had captured the Mexican army and deprived them of their arms, it would have probably ended the war with Mexico."

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE THREE / CHAPTER I

SANTA ANNA RETURNS

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- The exiled former president of Mexico was Antonio López de Santa Anna.
- The Mexican government of Mariano Paredes had just fallen, and Santa Anna's supporters were clamoring for his return.
- If Polk would allow him to pass through the U.S. blockade of Mexico, Santa Anna would try to bring about the sale of California to the United States.
- On Polk's orders, the U.S. Navy allowed Santa Anna to pass through the blockade. In Veracruz, he greeted the small crowd that had gathered to welcome him.
- Santa Anna had become the only man who could unite the country and turn back the U.S. invasion.

KEY TERMS AND NAMES

Havana, Cuba
Antonio López de Santa Anna
exile
Mariano Paredes
confidential agent
blockade
Alamo and Goliad
Veracruz

Student name ______________________________ Class period ____________ Date ______________

EPISODE THREE / CHAPTER I

SANTA ANNA RETURNS

STUDENT VIEWING FOCUS SHEETS

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- ____________________________ had become the only man who could __________ the country and turn back the U.S. invasion.

QUOTES FROM THIS SEGMENT

- **David Pletcher, U.S. Historian**

"When you face Santa Anna with Polk, you are facing one opportunist with another. They both have that characteristic as part of their make-up. And if Santa Anna was returning to Mexico without any clear idea of what he was going to do, Polk was using Santa Anna deliberately to gain something that he had not been able to gain any other way, that is, negotiations with Mexico... Of course, what he did not foresee...was that Santa Anna would rally his people. This was the danger. But Polk didn't realize what a danger it was."

- **Josefina Zoraida Vázquez, Mexican Historian**

"La gente no sabe si es cierto pero los políticos tienen desconfianza de Santa Anna. Y ésta es un punto vulnerable más para México porque van a tener desconfianza los políticos en el general y jefe del ejército mexicano...cosa muy grave en un estado de guerra."

("The people don't know if it [if Santa Anna made a deal with James Polk] is true, but the politicians don't have confidence in Santa Anna. And, this is another vulnerable point for Mexico because the politicians aren't going to trust the general and commander of the Mexican army...a serious thing in a state of war.")

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE ONE / CHAPTER 9

VOLUNTEERS

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- The U.S.-Mexican War was the first in U.S. history to be covered by mass-circulation newspapers.
- The Alamo, Goliad and other stories from the Texas revolution ten years earlier had made a deep impression on people in the U.S. Many were eager to join the fight.
- Major Samuel Ringgold, the artillery officer killed at Palo Alto, became the first martyr of the war with Mexico.
- Like many civic-minded men, 45-year-old Jefferson Peak of Warsaw, Kentucky, raised his own company of volunteers.
- Jefferson Peak joined thousands of other volunteers who packed the riverboats that steamed down the Ohio and Mississippi Rivers.
- In Mexico City, the government reacted with anger and disbelief to President Polk's claim that Mexico had started the war.
- The Mexican government issued a call to arms. One defeat does not decide the war; therefore, Mexico must fight to the end. As long as there is one man remaining, he must go and fight the unjust invaders.

KEY TERMS AND NAMES

Palo Alto and Resaca de la Palma
mass-circulation newspapers
quotas
Walt Whitman
lithograph
Major Samuel Ringgold
martyr
Jefferson Peak
Ohio River
Mississippi River
"the Halls of Montezuma"

Student name ______________________________ Class period _____________ Date _______________

EPISODE ONE / CHAPTER 9

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- The Mexican government issued a call to arms. One defeat does not decide the war; therefore, Mexico must fight _______________ _________________ _______________. As long as there is one man remaining, he must go and fight the unjust invaders.

QUOTES FROM THIS SEGMENT

- **Robert Johannsen, U.S. Historian**

"There was this thirst for heroes and this idea that the Mexican War opened up a new heroic age now that would help to strengthen and enhance the model republic in the eyes of the world, and Ringgold had the good fortune of being killed in the first battle."

- **Jesús Velasco-Márquez, Mexican Historian**

"Los mexicanos estaban defendiendo su casa. Los que estaban metiéndose en el territorio que era ajeno eran los americanos. México nunca declaró la guerra a los Estados Unidos. México - el gobierno mexicano - hizo una declaración de la necesidad de defender el territorio nacional. Ni un solo miembro del ejército mexicano estuvo jamás en territorio norteamericano. Ni siquiera en las batallas de Palo Alto y Resaca. Ese era territorio en disputa."

("The Mexicans were defending their home. The ones coming into the territory who were foreigners were the Americans. Mexico never declared war against the United States. The Mexican government issued a declaration of the need to defend its national territory. Not one member of the Mexican army was ever in North American territory, not even in the battles of Palo Alto and Resaca. This was territory in dispute.")

TEACHER'S ANSWER KEY AND VOCABULARY

EPISODE TWO / CHAPTER I

THE ARMY OF THE WEST

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- The President's objective was to secure the Texas border. Then he would try and force Mexico to sell its northern territories of New Mexico and California to the U.S.
- The Santa Fe Trail through New Mexico was the most important commercial trade route in the West. And California's deep water harbors would give the U.S. access to more profitable trade routes across the Pacific.
- General Zachary Taylor's army, immediately following its victories on the Río Grande, would push into northeastern Mexico.
- At Fort Leavenworth in present day Kansas, more than 1600 soldiers, including a thousand volunteers from Missouri, prepared to head west along the Santa Fe Trail.
- Kearny's orders were to march the 900 miles from Fort Leavenworth to Santa Fe and occupy New Mexico. From Santa Fe, he was to continue another 1,000 miles to California.
- The army included a survey party led by Lt. William Emory, whose mission was to survey possible railroad routes.
- Ever since the Spanish conquest, settlers had lived among Pueblo Indians, Navajos, Apaches, Comanches and Utes.
- The territory's governor, Manuel Armijo, sought help from Mexico City.
- One of the most successful traders was an entrepreneur named Charles Bent. Based in Taos, he was part owner of a trading post called Bent's Fort on the Santa Fe trail north of the U.S.-New Mexico border.

KEY TERMS AND NAMES

Mexican borderlands
Monterrey
Santa Fe Trail
borderlands
Fort Leavenworth, in present day Kansas
Colonel Stephen Watts Kearny
Lieutenant William Emory
Sonora and Durango
Taos
Albuquerque
Pueblo, Navajo, Apache, Comanche, Ute peoples
Governor and General Manuel Armijo
Charles Bent and María Ignacia Jaramillo

Student name ______________________________ Class period _____________ Date _______________

EPISODE TWO / CHAPTER I

THE ARMY OF THE WEST

STUDENT VIEWING FOCUS SHEETS

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- ____________________________ army, immediately following its victories on the Río Grande, would push into northeastern Mexico.

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- One of the most successful traders was an entrepreneur named ________________. Based in Taos, he was part owner of a trading post called _____________________ on the Santa Fe trail north of the U.S.-New Mexico border.

QUOTES FROM THIS SEGMENT

- **David Weber, U.S. Historian**

"On the eve of the war with Mexico, relations with Indians had actually worsened rather than improved. And one sees that in the laments of frontiersmen, as they beg the central government for military help."

- **Jesús Velasco-Márquez, Mexican Historian**

"La población en la capital de México estaba muy preocupada por resolver los problemas políticos de la conformación del estado y del tipo de gobierno, y ésto hacia que se concentrara mucho en la problemática en el centro sobre esos temas y la frontera no fuera atendida con el cuidado y el riesgo que presentaba en aquel momento."

("The people in the capital city of Mexico were very preoccupied with resolving political problems concerned with the formation of the state and of the government, and this caused them to concentrate more on the center of the country, and the frontier was not attended to with the care and the concern that it merited at the time.")

EPISODE TWO / CHAPTER 2

WAR FOR THE BORDERLANDS

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- Susan Magoffin and her husband had been on their way to Chihuahua with a wagon train full of merchandise.
- On August 2, 1846, the Army of the West left Bent's Fort and crossed the Arkansas River into New Mexico.
- Despite protests from his own men, New Mexico's governor General Manuel Armijo had ordered the New Mexicans to disband. The Governor had fled south to Chihuahua.
- With the occupation in place, Col. Stephen W. Kearny worked to establish a provisional government. One of his first duties was to meet with a delegation of Pueblo Indians.
- Before leaving, Kearny appointed Charles Bent as the new territorial Governor of New Mexico. The decision angered many New Mexicans.
- On February 3, 1847, Colonel Sterling Price and his U.S. troops arrived at Taos Pueblo, where 700 rebels and their families sought refuge.
- Fifteen defendants were sentenced to death; one for high treason.

KEY TERMS AND NAMES

Susan Magoffin
Chihuahua
Colonel Stephen W. Kearny
Arkansas River
Apache Canyon
Juan Bautista Vigil y Alarid
provisional government
company of dragoons
Teresina Bent
Padre Antonio José Martínez
Colonel Sterling Price
Taos Pueblo
Taos Rebellion
high treason
Castillian
Lewis Garrard
refugee

Student name ______________________ Class period __________ Date __________

EPISODE TWO / CHAPTER 2

WAR FOR THE BORDERLANDS

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- Fifteen defendants were sentenced to death; one for high __________________.

QUOTES FROM THIS SEGMENT

- **Richard Deertrack, Tribal Secretary, Taos Pueblo**

  "The relationship between the Mexican and the native people was already tinged by a lot of atrocities and wars and greed if you may, and by the time I think that the Americans came, there was a lot of mistrust and rightly so."

- **R. David Edmunds: U.S. Historian**

  "Many people who had been there for a long time whose family was very, very influential believed that, even though they might not have welcomed the Americans with open arms, they would have a place in the new regime. They do not get that place, and they're very resentful of it. At the same time, there are many people who are proud of their Hispanic heritage, and they see Americans as relatively uncultured people who are coming in and occupying their land."

EPISODE TWO / CHAPTER 3

NATIVE LANDS

STUDENT VIEWING FOCUS SHEETS

QUESTIONS

- South by the Río Grande, then west towards the Gila River, the 110 men under Stephen Kearny's command marched into the wilderness.
- The tiny band of soldiers was guided by Kit Carson, the already legendary Taos trapper.
- David Edmunds says: "Most Indian people, and particularly some of the Indian people in the southwest, have a very deep religious connection with their lands."
- Lt. William Emory wrote that the Apaches they met saw the U.S. soldiers as allies.
- For generations, the Apaches and the Spanish had waged war against each other. Now the Mexican government was paying handsomely for Apache scalps.
- Beyond the Colorado River...past ancient, abandoned cities...past the cultivated fields of the Pima and Maricopa tribes...across the desert lands of the Mojave Indians...with every labored step, the soldiers pushed the U.S. frontier westward... to California.

KEY TERMS AND NAMES

Gen. Stephen W. Kearny
Lt. William Emory
Gila River
Kit Carson
cottonwood tree
sacred ground
allies
Chihuahua, Durango, Sonora
scalps
autonomy
Pima, Maricopa and Mojave Indians

Student name ______________________________ Class period _____________ Date _______________

EPISODE TWO / CHAPTER 3

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- Beyond the _________________ __________________...past ancient, abandoned cities...past the cultivated fields of the Pima and Maricopa tribes...across the desert lands of the Mojave Indians...with every labored step, the soldiers pushed the U.S. frontier westward... to ___________________________.

QUOTES FROM THIS SEGMENT

- **Lieutenant William Emory**

"Strolling over the hills alone, I was struck with the fact that not one object in the whole view, animal, vegetable or mineral, had anything in common with the products of any State in the Union, with the single exception of the cottonwood..."

ROBERT E. LEE

El Capitán Robert E. Lee sirvió como ingeniero bajo el comando del General Winfield Scott. Años después, Lee recibiría el rango de General y sería nombrado por Jefferson Davis como comandante del Ejército Confederado durante la Guerra Civil. Robert Edward Lee (1807 - 1870), *cortesía de la Biblioteca del Congreso, Colección Matthew Brady, Washington, D.C.*

LA GUERRA ENTRE LOS ESTADOS UNIDOS Y MÉXICO (1846-1848)

ULYSSES S. GRANT

Ulysses S.Grant encabezaría al Ejército Americano hacia la victoria contra la Confederación en la Guerra Civil y serviría en dos mandatos como Presidente de los Estados Unidos. Un poco antes de su muerte, Grant se refirió a la Guerra entre los Estados Unidos y México como "La Guerra más injusta entablada por una nación fuerte contra una nación débil." Ulysses S. Grant (1822 - 1885), *cortesía de los Archivos de North Wind Picture, Alfred, Maine*

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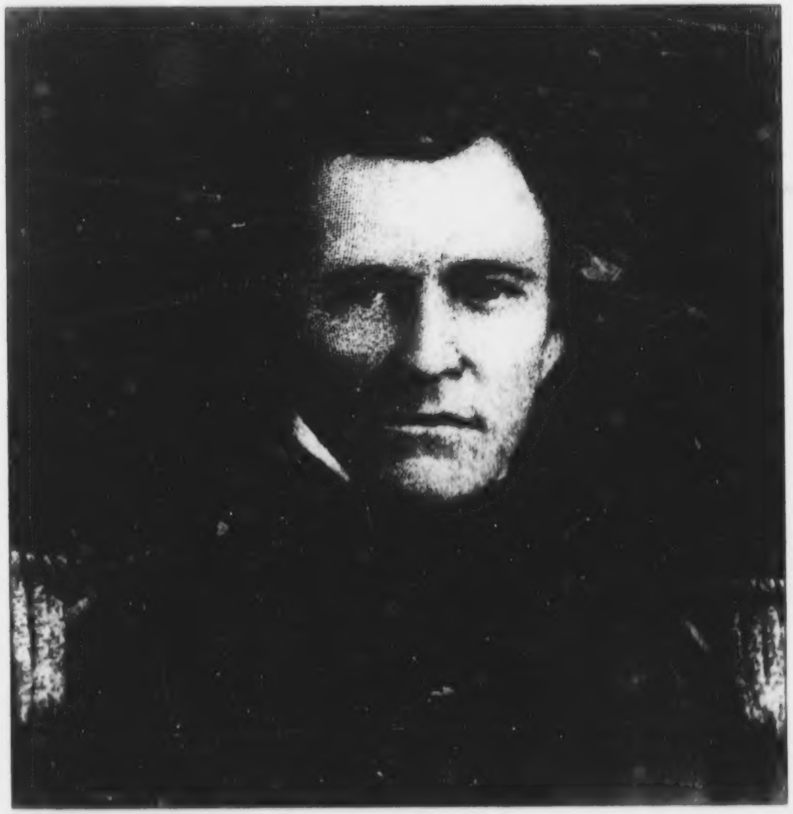
ROBERT E. LEE

Captain Robert E. Lee served as an engineer under the command of General Winfield Scott. Years later, Lee would receive the rank of general and be appointed by Jefferson Davis as commander of the Confederate Army during the Civil War. Robert Edward Lee (1807 - 1870). *courtesy of the Library of Congress, Matthew Brady Collection, Washington, D.C.*

THE U.S.-MEXICAN WAR (1846-1848)



ULYSSES S. GRANT

Ulysses S. Grant would go on to lead the U.S. Army in victory over the Confederacy in the Civil War and serve two terms as president of the United States.*Shortly before his death, Grant recalled the U.S.-Mexican War as "the most unjust war ever waged by a stronger against a weaker nation." Ulysses S. Grant (1822 - 1885), *courtesy of North Wind Picture Archives, Alfred, Maine*

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MARIANO GUADALUPE VALLEJO

Mariano Guadalupe Vallejo sirvió como comandante militar en California de 1836 hasta 1842. En esta fotografía aparece en su rancho Lachryma Montis (Lágrima de la Montaña) cerca de Sonoma. Durante su vida, Vallejo vío las banderas de tres naciones (España, México y Estados Unidos) ondear sobre California. Mariano Guadalupe Vallejo (1807 - 1890), *cortesía de los Parques Estatales de California, Colección de Jack London, Sonoma, California*

LA GUERRA ENTRE LOS ESTADOS UNIDOS Y MÉXICO (1846-1848)

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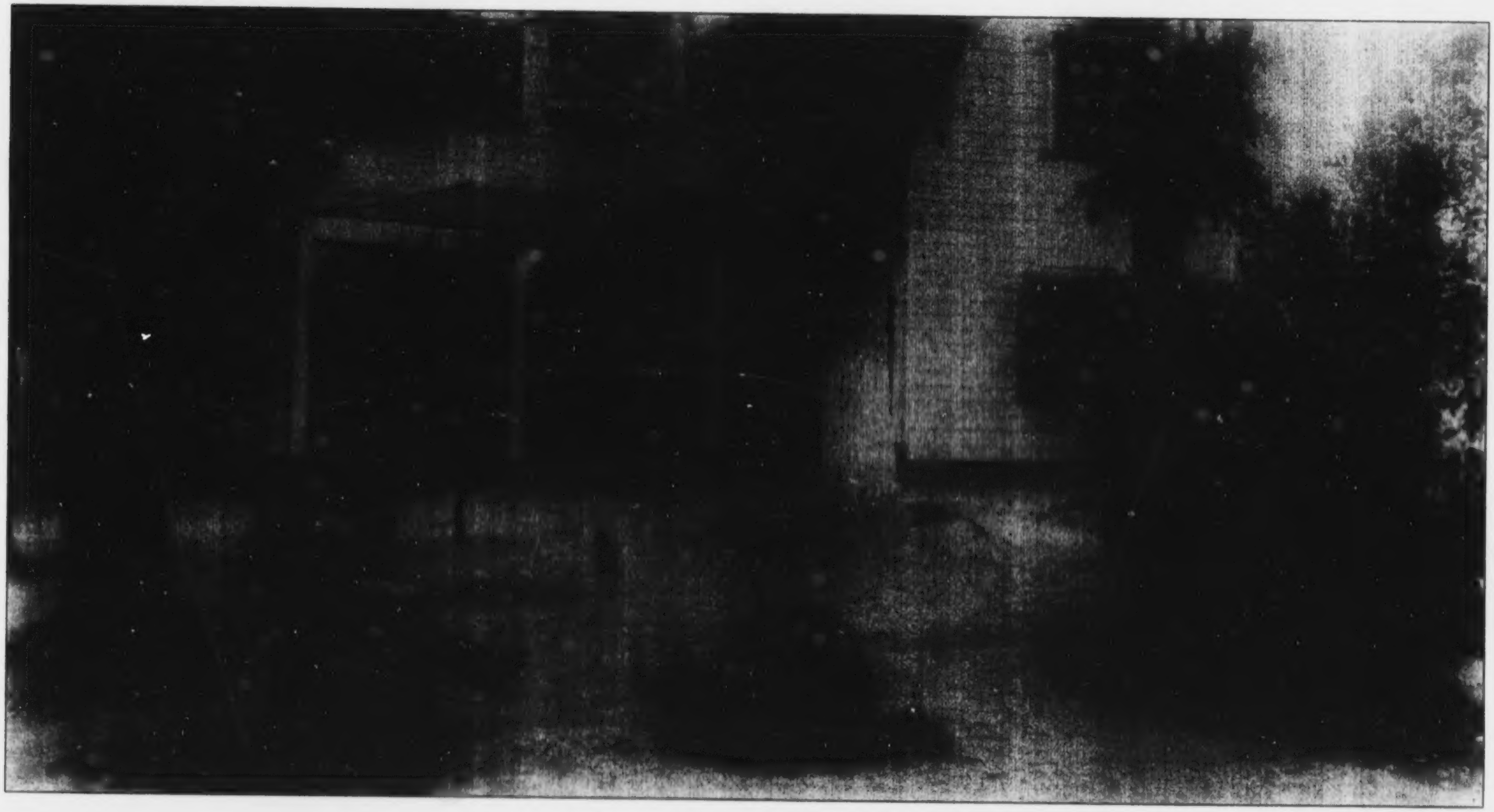

MARIANO GUADALUPE VALLEJO

Mariano Guadalupe Vallejo served as military commander of California from 1836 - 1842. Pictured here at his ranch house Lachryma Montis (Mountain Tear) near Sonoma, Vallejo had seen the flags of three nations (Spain, Mexico and the United States) fly over California during his lifetime. Mariano Guadalupe Vallejo (1807 - 1890), *courtesy of California State Parks, Jack London Collection, Sonoma, California*

THE U.S.-MEXICAN WAR (1846-1848)

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SUSAN SHELBY MAGOFFIN

Susan Shelby Magoffin viajó con su esposo, un comerciante experto de Santa Fe, desde Independencia, Missouri, a través de Nuevo México y el Sur de Chihuahua. Susan Shelby Magoffin (1827 - 1855), *cortesia de la Sociedad histórica de Missouri, St. Louis Missouri*

LA GUERRA ENTRE LOS ESTADOS UNIDOS Y MÉXICO (1846-1848)

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SUSAN SHELBY MAGOFFIN

Susan Shelby Magoffin traveled with her husband, an experienced Santa Fe trader, from Independence, Missouri, through New Mexico and south to Chihuahua. Susan Shelby Magoffin (1827 - 1855), *courtesy of the Missouri Historical Society, St. Louis, Missouri*

GUILLERMO PRIETO

Guillermo Prieto fue uno de los escritores mexicanos que más influencia tuvó en el siglo XIX. Su libro Apuntes para la historia de la guerra entre México y los Estados Unidos que contenía sus francas descripciones sobre los políticos mexicanos y la guerra, fue prohibido por Santa Anna en 1852. Guillermo Prieto (1818 - 1897), *cortesía de la Colección Latinoamericana de Benson, Universidad de Texas en Austin, Austin, Texas*

GUILLERMO PRIETO

Guillermo Prieto was one of Mexico's most influential writers in the19th century. His frank descriptions about Mexican politics and the war in the book, *Apuntes para la historia de la guerra entre México y los Estados Unidos* (Notes on the History of the War between Mexico and the United States), was banned by Santa Anna in 1852.

Guillermo Prieto (1818 - 1897), *courtesy of Benson Latin American Collection, University of Texas at Austin, Austin, Texas*

SAMUEL RINGGOLD

El Comandante Samuel Ringgold, un graduado de West Point el cuál sirvió con el General Zachary Taylor, era un experto en el campo de artillería ligera. En mayo de 1846, durante la Batalla de Palo Alto, las unidades de artillería de Ringgold abrieron fuego y vencieron a la artillería mexicana. Ringgold sufrió una herida mortal durante la batalla inicial y murió días después. Samuel Ringgold (1800 - 1846), *cortesía de la Galería Nacional de Retratos, Instituto Smithsonian, Washington, D.C.*

LA GUERRA ENTRE LOS ESTADOS UNIDOS Y MÉXICO (1846-1848)

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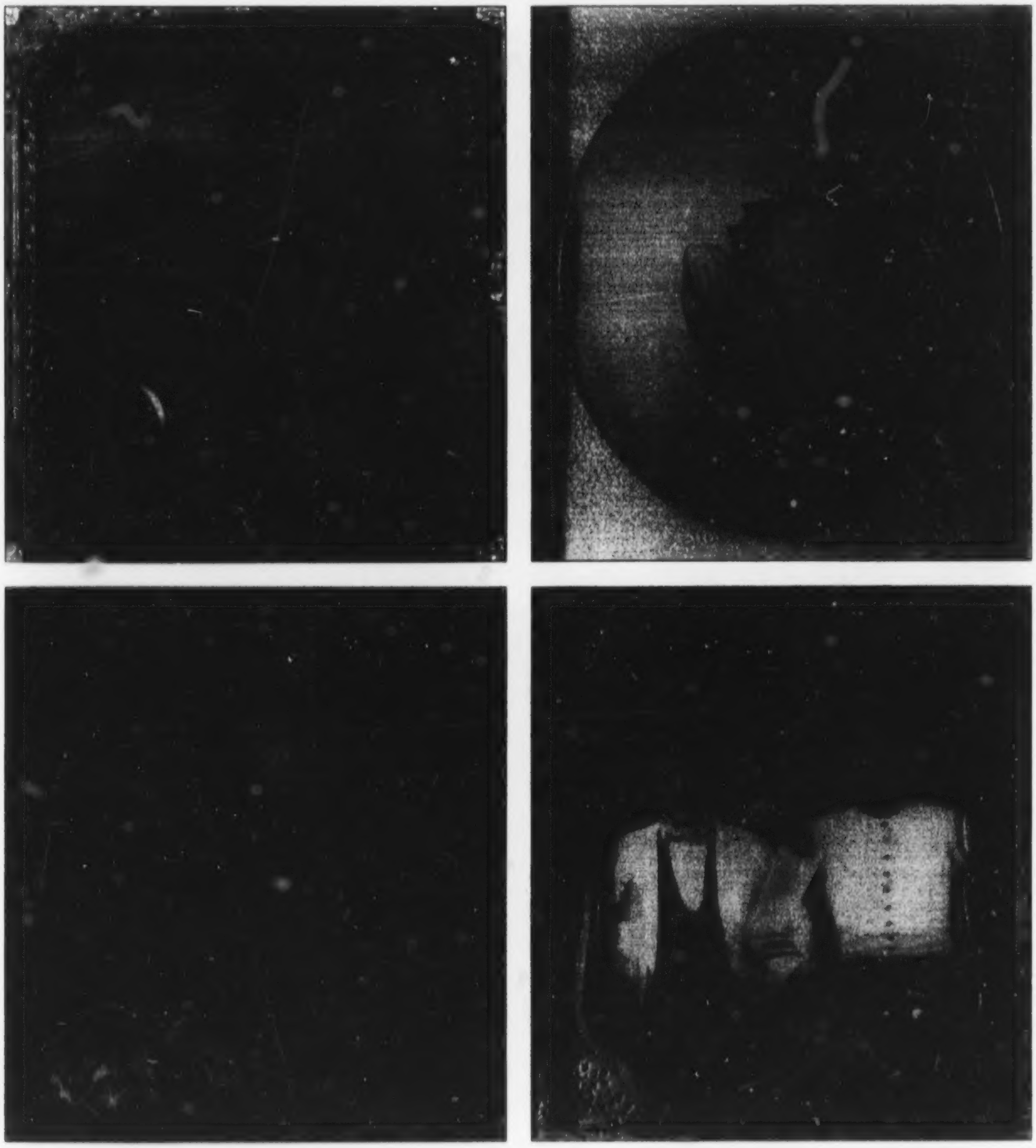
SAMUEL RINGGOLD

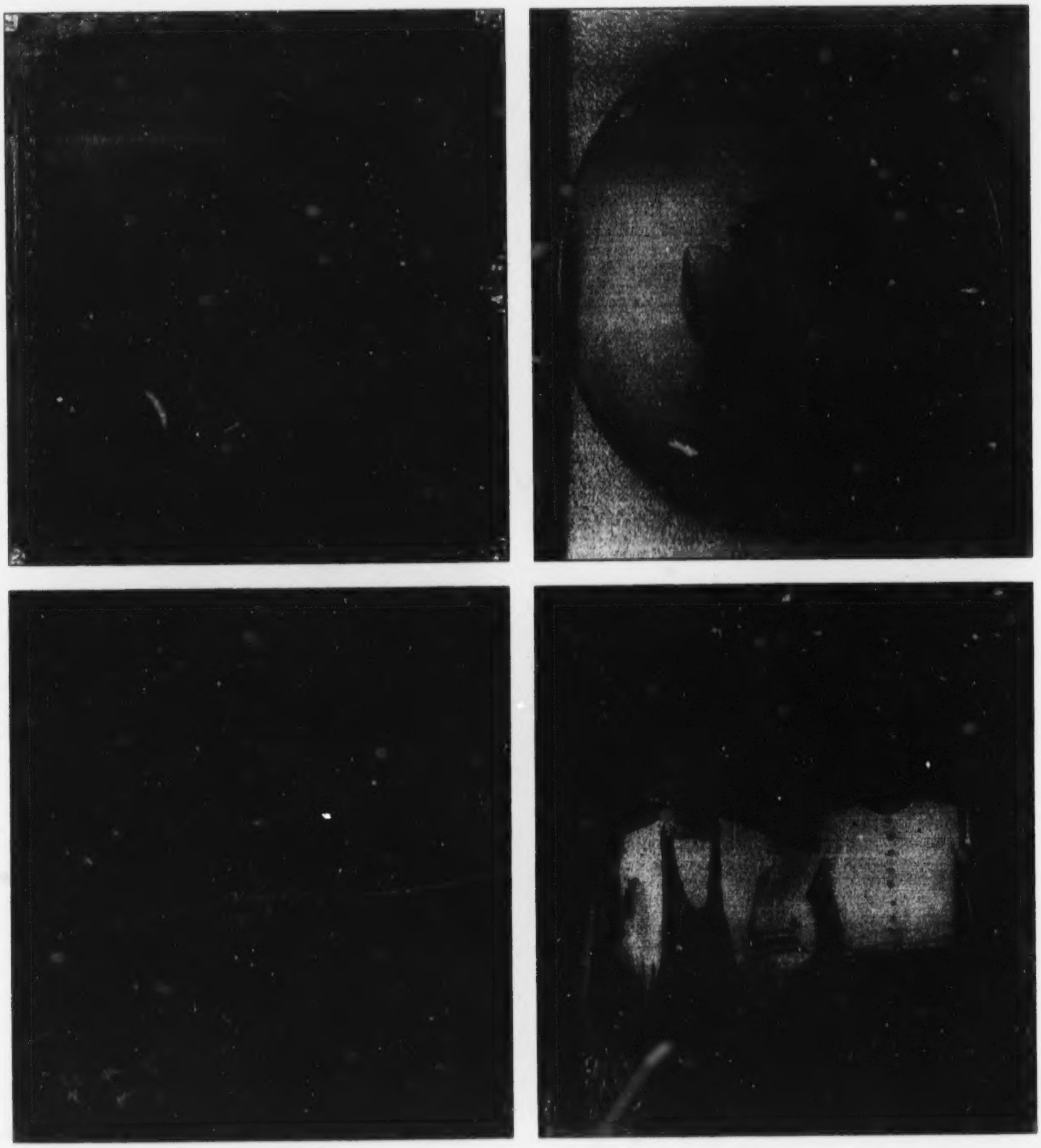
Major Samuel Ringgold, a graduate of West Point who served with General Zachary Taylor, was an expert in the field of light artillery. In May 1846, during the Battle of Palo Alto, Ringgold's artillery unit out-fired and overpowered the Mexican artillery batteries. Ringgold sustained a mortal wound during the initial battle and died a few days later. Samuel Ringgold (1800 - 1846), *courtesy of the National Portrait Gallery, Smithsonian Institution, Washington, D.C.*

THE U.S.-MEXICAN WAR (1846-1848) PBS VIDEO KERA Dallas Fort Worth



DAGUERROTIPO

Inventado por Louis Daguerre en 1839, el Arte de daguerrotipo fue la primera forma de fotografía . En la foto (superior) están daguerrotipos de civiles mexicanos, (abajo) un soldado americano y un cadete mexicano y su amigo. Daguerrotipos *cortesía de la Colección histórica de Graham Pilecki*



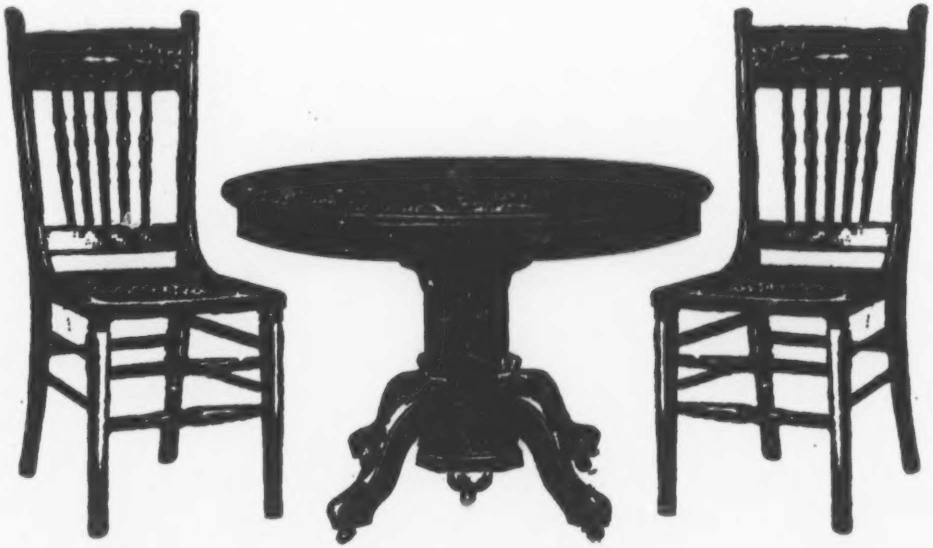
DAGUERREOTYPE

Invented by Louis Daguerre in 1839, the daguerreotype was the first form of photography. Pictured (top) are daguerreotypes of Mexican civilians; (bottom) a U.S. soldier and a Mexican cadet and friend. *Daguerreotypes, courtesy of the Graham Pilecki historical collection*

THE U.S.-MEXICAN WAR (1846-1848) PBS VIDEO KERA Dallas/Fort Worth

IMAGINE A CONVERSATION....

IMAGÍNESE UNA CONVERSACIÓN...



THINGS TO CONSIDER ABOUT EACH CHARACTER

1. Who am I? / *¿Quién soy?*
2. Where are we meeting, and when? / *¿Dónde vamos a reunirnos, y cuándo?*
3. Why do I want to talk with you? / *¿Por qué quiero hablar con usted?*
4. What results do I want to achieve from our meeting? / *¿Qué quiero lograr como resultado de esta junta?*

THE U.S.-MEXICAN WAR (1846-1848)

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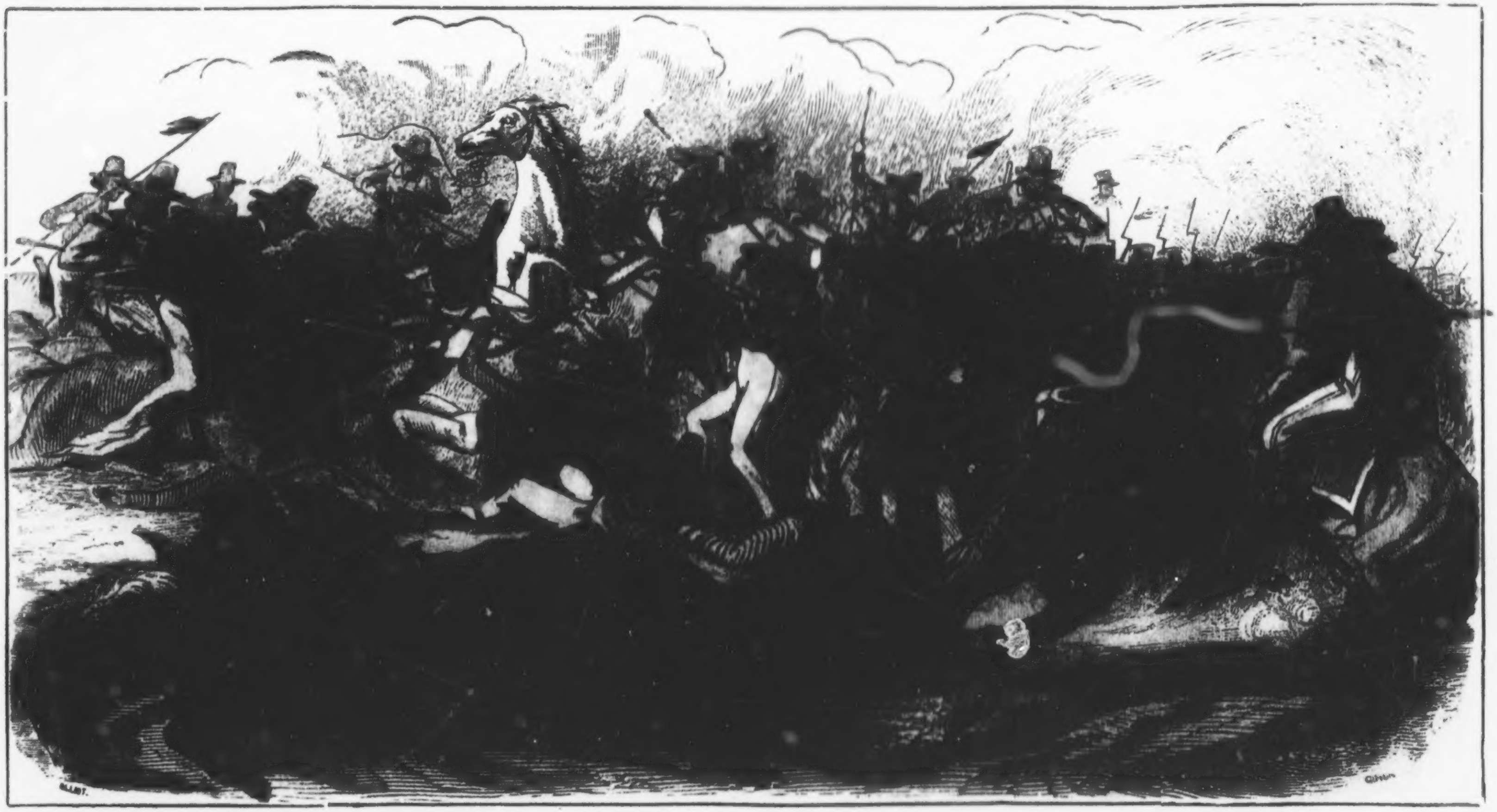
THE TEXAS GAME
EL JUEGO DE TEXAS

	TEXAS	NEW MEXICO	CALIFORNIA
1. Natural resources? *¿Recursos naturales?*			
2. Opportunities for farming and ranching? *¿Oportunidades para la agricultura y ganadería?*			
3. What opportunities for business, commerce? *¿Cuáles son las oportunidades para el negocio, el comercio?*			
4. What is the distance and travel time to this place from New York? From Mexico City? *¿Cuál es la distancia y el tiempo que toma para viájar a este lugar desde Nueva York?*			
5. Between 1821-1845, how did the numbers of Mexicans, Indians and Americans change? *¿Entre 1821 y 1845, cómo cambió el número de mexicanos, indios y americanos aquí?*			



BATALLA DE BUENA VISTA

La Batalla de Buena Vista (La Angostura) fué el punto culminante de la campaña de Santa Ana para destruir al ejército de Taylor en el norte de México. Durante la campaña Santa Ana perdió la mitad de sus tropas debido a la deserción, la dificultad de la marcha y las víctimas de la batalla. A pesar de la tremenda pérdida, Santa Ana pudo reconstruir su ejército para combatir al General Scott que avanzaba desde Veracruz. La Batalla de Buena Vista (1847), *cortesía de los Archivos de North Wind Pictures, Alfred, Maine*

LA GUERRA ENTRE LOS ESTADOS UNIDOS Y MÉXICO (1846-1848)

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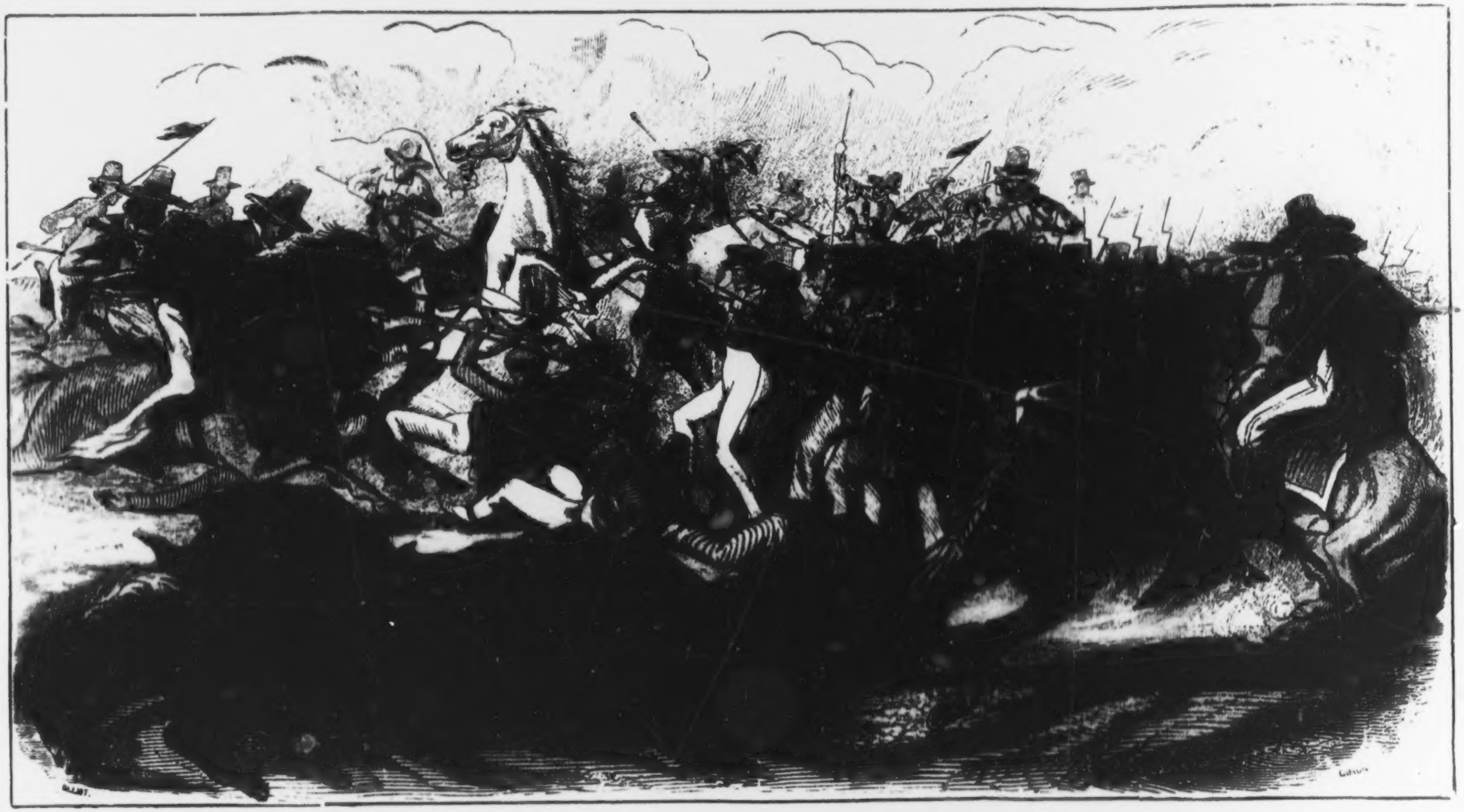

BATTLE OF BUENA VISTA

The Battle of Buena Vista (La Angostura) was the climax of a campaign by Santa Anna to destroy Taylor's army in northern Mexico. During the campaign Santa Anna lost half his troops due to desertion, the difficult march and battle casualties. Despite the tremendous loss, Santa Anna was able to rebuild his army to engage General Scott as he advanced from Veracruz. Battle of Buena Vista (1847), *courtesy of North Wind Picture Archives, Alfred, Maine*

THE U.S.-MEXICAN WAR (1846-1848)

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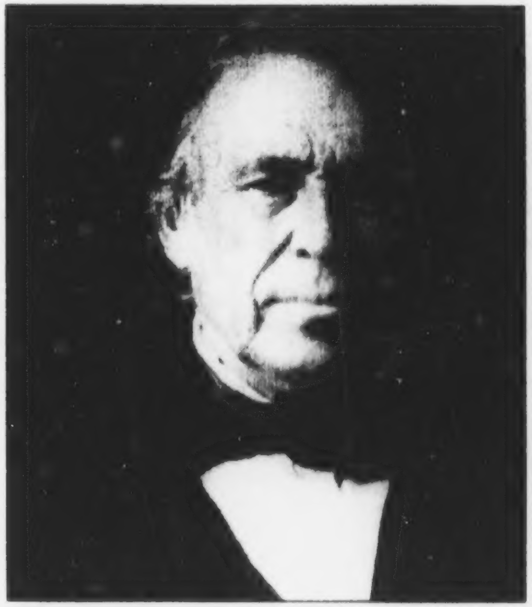

ZACHARY TAYLOR

El 13 de enero de 1846, con un pequeño ejército de menos de 4000 hombres, el General Zachary Taylor marchó desde el Río Nueces cerca de Corpus Christi hasta los bancos del Río Grande (Río Bravo en México). En un lapso de cuatro semanas las tropas mexicanas cruzaron el Río Grande (Río Bravo y entraron en combate con los hombres de Taylor. Zachary Taylor (1784 - 1850), *cortesía de la Sociedad Histórica de Chicago, Chicago, Illinois*

JAMES & SARAH POLK

James K. Polk, quién tras una victoria muy estrecha fuera nombrado como el onceavo Presidente de los Estados Unidos, después sería acreditado por establecer la reputación de los Estados Unidos como potencia continental. Durante su término como Presidente, Polk logró incrementar el tamaño de los Estados Unidos por cerca de 1.2 millones de millas cuadradas al asegurar el estado de Texas, agregar el territorio de Oregón y las tierras cedidas por México. James K. (1795 - 1849) y Sarah (1803 - 1891) Polk, *cortesía de la Casa de James K. Polk, Columbia, Tennessee*

WINFIELD SCOTT

El General Winfield Scott, con su imponente estatura de seis pies y cinco pulgadas era conocido por su régimen y estricta disciplina militar. El desembarco anfibio de Scott en Veracruz y sus victorias subsecuentes eventualmente le llevaron a la captura de la Ciudad de México el 14 de septiembre de 1847. Winfield Scott (1786 - 1866), *cortesía de la Biblioteca del Congreso, Washington, D.C.*

LA GUERRA ENTRE LOS ESTADOS UNIDOS Y MÉXICO (1846-1848)

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ZACHARY TAYLOR

On January 13, 1846, with a small army of less than 4000 men, General Zachary Taylor marched from the Nueces River near Corpus Christi to the banks of the Río Grande. Within four weeks, Mexican troops crossed the Río Grande and engaged Taylor's men. Zachary Taylor (1784 - 1850), *courtesy of the Chicago Historical Society, Chicago, Illinois*

JAMES & SARAH POLK

Winning a narrow victory as eleventh president of the United States, James K. Polk would later be credited with establishing the reputation of the United States as a continental power. During Polk's term as president, he increased the size of the United States by nearly 1.2 million square miles by securing Texas and adding the Oregon Territory and the Mexican cession lands. James K. (1795 - 1849) and Sarah (1803 - 1891)Polk, *courtesy of the James K. Polk Home, Columbia, Tennessee*

WINFIELD SCOTT

General Winfield Scott stood a towering six feet and five inches tall. He was notorious for his strict military discipline and regimen. Scott's amphibious landing at Veracruz and subsequent victories eventually led to the capture of Mexico City on September 14, 1847. Winfield Scott (1786 - 1866), *courtesy of the Library of Congress, Washington, D.C.*

THE U.S.-MEXICAN WAR (1846-1848)

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HENRY DAVID THOREAU

Henry David Thoreau, autor del siglo XIX, protestó contra la esclavitud y la guerra contra México, argumentando que los Estados Unidos buscaban la expansión de la esclavitud al conquistar las tierras que poseía México. Henry David Thoreau (1817 - 1862), *cortesía de la Galería Nacional de Retratos, Instituto Smithsonian, Washington, D.C.*

FREDERICK DOUGLASS

Frederick Douglass, anteriormente un esclavo de Marylan y líder abolicionista, fue un crítico abierto de la guerra. Douglass sería más tarde consejero del Presidente Lincoln y embajador de la República de Haití. Frederick Douglass (1817 - 1895), *cortesía de la Sociedad Histórica del Condado de Chester, West Chester, Pennsylvania*

LA GUERRA ENTRE LOS ESTADOS UNIDOS Y MÉXICO (1846-1848)

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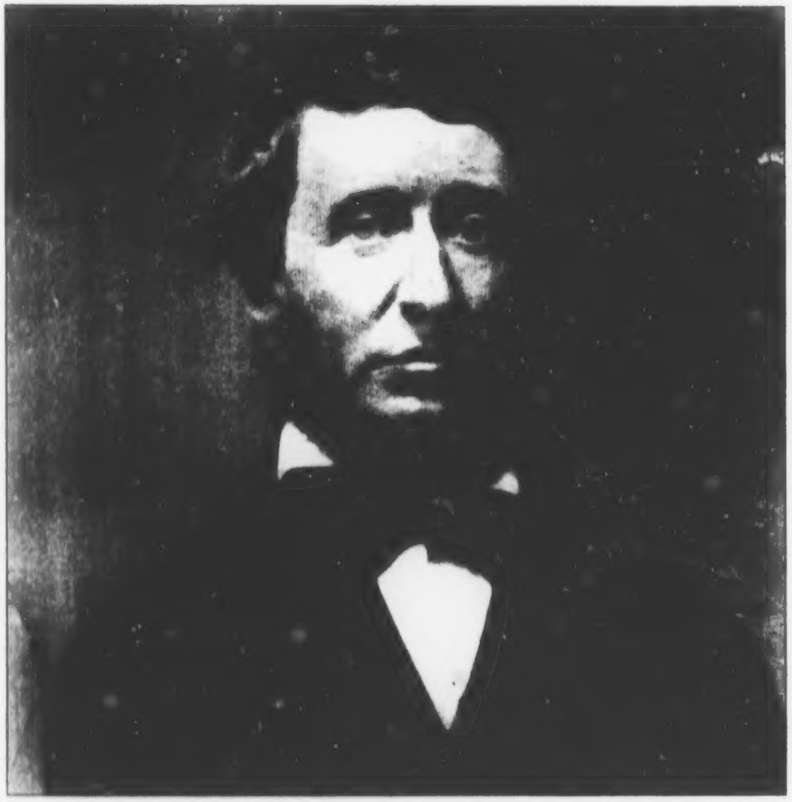
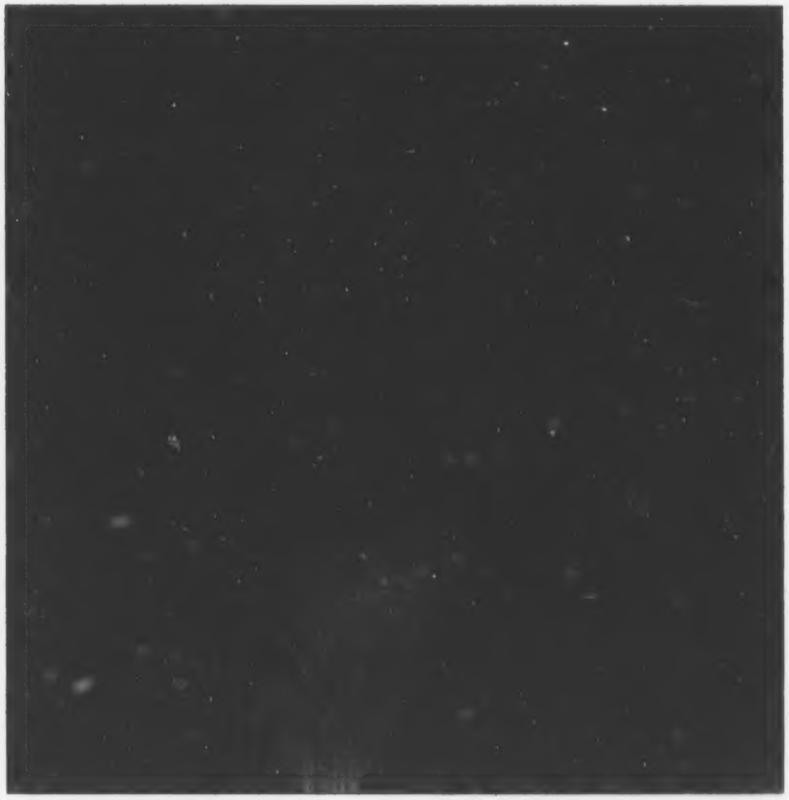


HENRY DAVID THOREAU

Henry David Thoreau, 19th century author, protested slavery and the war with Mexico, arguing that the United States sought to expand slavery by conquering the lands held by Mexico. Henry David Thoreau (1817 - 1862), *courtesy of the National Portrait Gallery, Smithsonian Institution, Washington, D.C.*



FREDERICK DOUGLASS

Frederick Douglass, a former slave from Maryland and abolitionist leader, was an outspoken critic of the war. Douglass would later serve as an adviser to President Lincoln and as an ambassador to the Republic of Haiti. Frederick Douglass (1817 - 1895), *courtesy of the Chester County Historical Society, West Chester, Pennsylvania*

THE U.S.-MEXICAN WAR (1846-1848)

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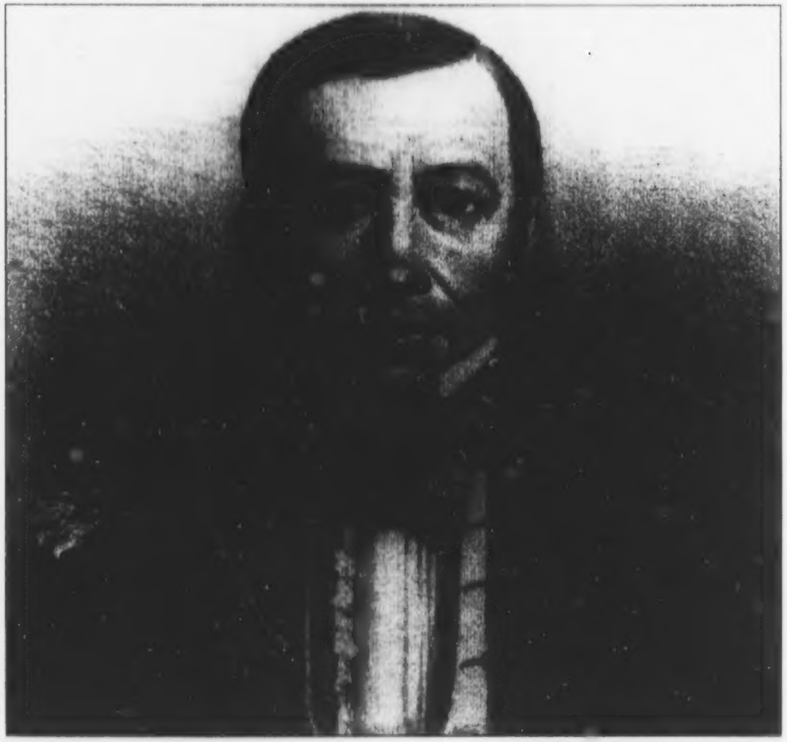
ANTONIO LÓPEZ DE SANTA ANNA

Un carismático y ambicioso político que sirvió como presidente en diferentes ocasiones en un periodo de 22 años desde 1833 a 1855, Antonio López de Santa Ana tuvó la oportunidad de balancear los intereses partidistas en México y motivar a muchos para luchar contra las tropas invasoras de los Estados Unidos. Antonio López de Santa Ana (1794 - 1876), *cortesia del Museo Nacional de Historia, México, D.F.*

LA GUERRA ENTRE LOS ESTADOS UNIDOS Y MÉXICO (1846-1848)



MARIANO PAREDES Y ARRILLAGA

El General mexicano Mariano Paredes y Arrillaga encabezó con éxito una revuelta contra Santa Ana en 1844. Como resultado, José Joaquín Herrera se convirtió en el líder de México. Un año después, Paredes derrocaría al gobierno de Herrera y tomaría el control sobre México. En agosto de 1846, Paredes sería destituido del poder. Irónicamente, su sucesor sería Antonio López de Santa Ana. Mariano Paredes y Arrillaga (1797 - 1849), *cortesia de la Colección Latinoamericana Benson, de la Universidad de Texas en Austin, Austin, Texas*

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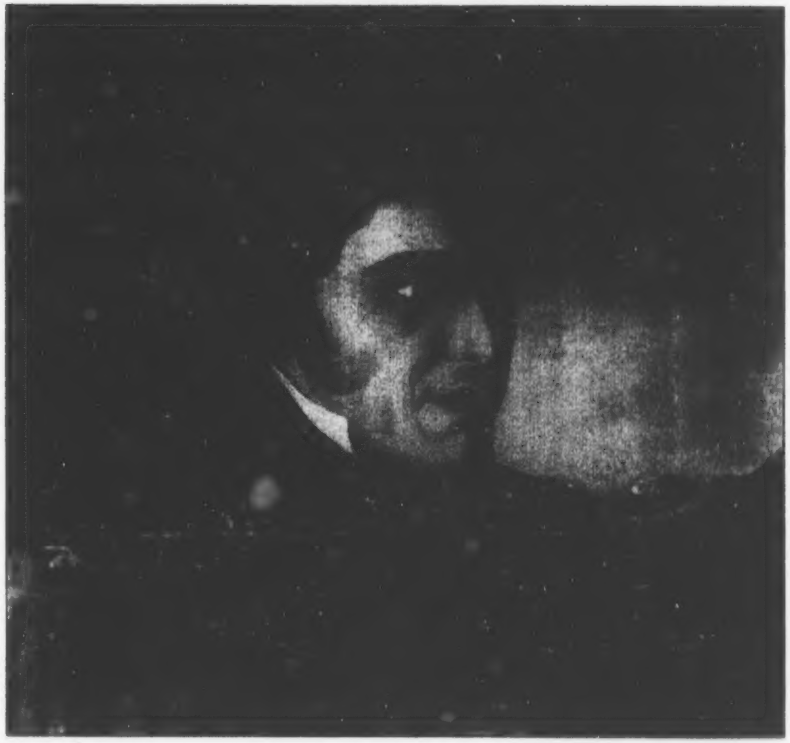
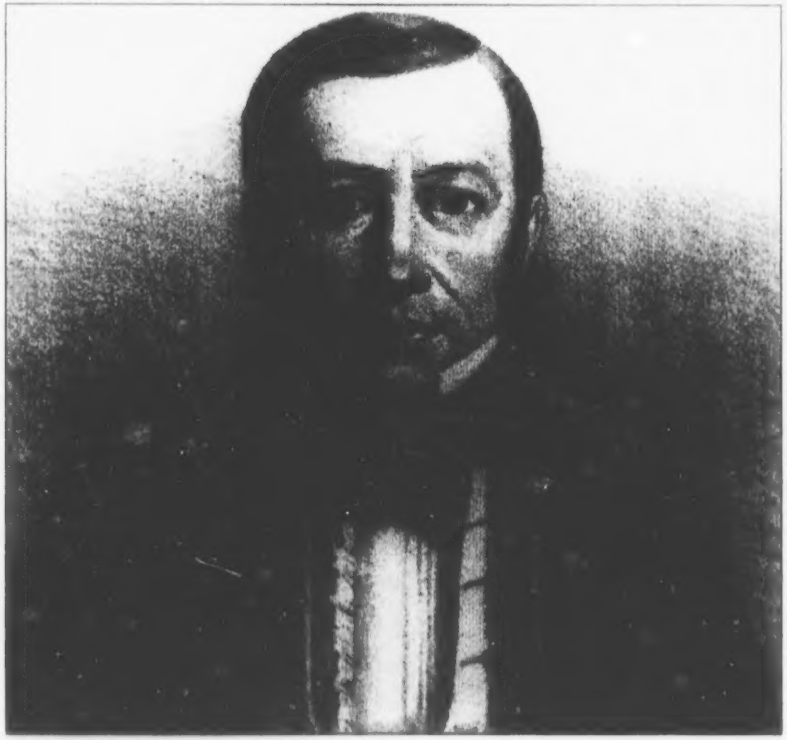


ANTONIO LÓPEZ DE SANTA ANNA

A charismatic and ambitious politician who served as president several times in a 22 year period from 1833 to 1855, Antonio López de Santa Anna was able to balance factional interests in Mexico and motivate many to fight against the invading U.S. troops. Antonio López de Santa Anna (1794 - 1876), *courtesy of the Museo Nacional de Historia, México, D.F.*

THE U.S.-MEXICAN WAR (1846-1848)



MARIANO PAREDES Y ARRILLAGA

Mexican General Mariano Paredes y Arrillaga led a successful revolt against Santa Anna in 1844. As a result, José Joaquín de Herrera became the leader of Mexico. Just one year later, Paredes would overthrow Herrera's government and take control of Mexico himself. In August 1846, Paredes would find himself ousted from power. In a twist of irony, his successor would be Antonio López de Santa Anna. Mariano Paredes y Arrillaga (1797 - 1849), *courtesy of Benson Latin American Collection, University of Texas at Austin, Austin, Texas*

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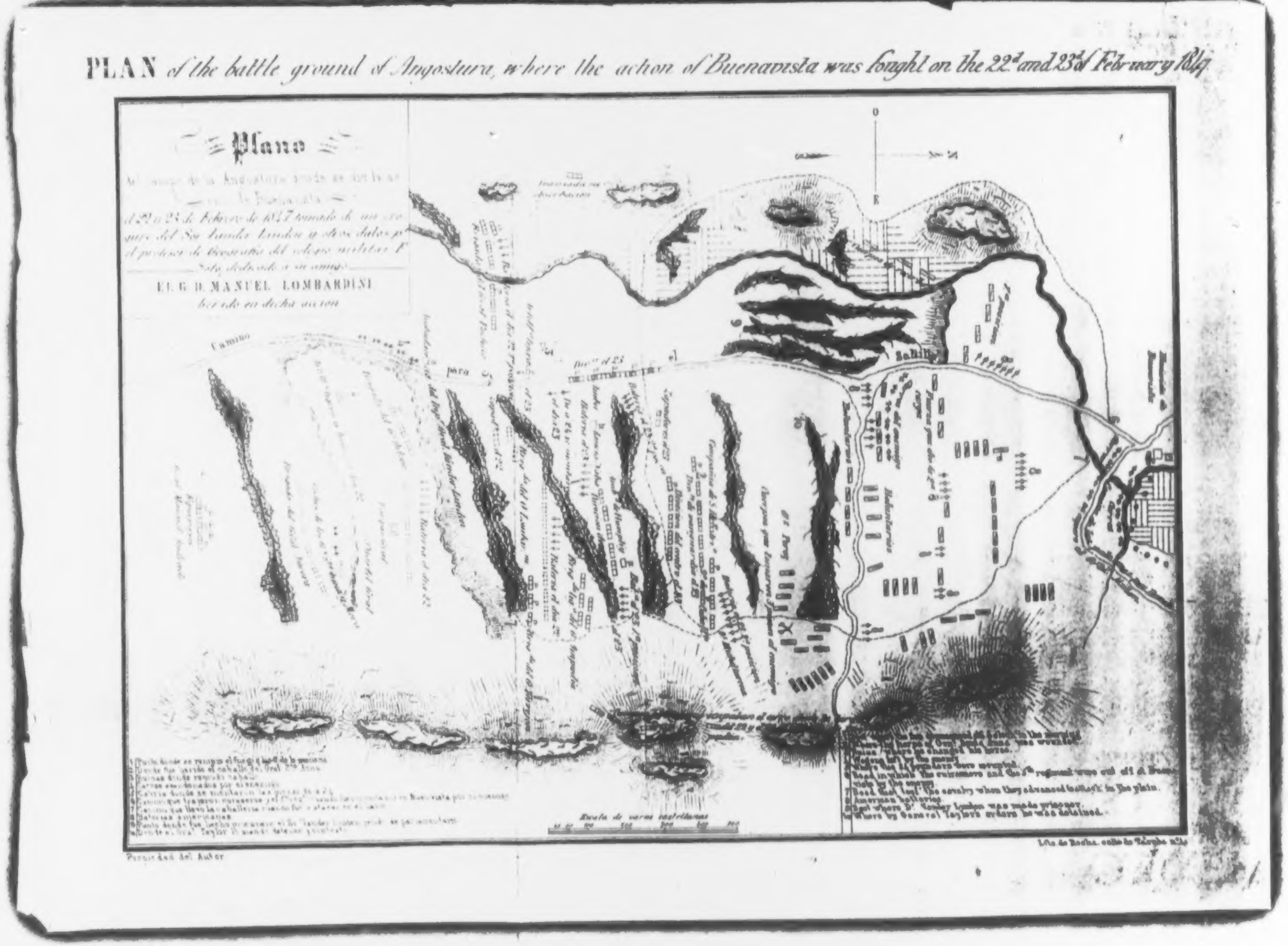
BATTLE OF BUENA VISTA

Original map detailing the Battle of Buena Vista (La Angostura), *courtesy of the Special Collections Division, The University of Texas at Arlington Libraries, Arlington, Texas*


PLAN of the battle ground of Angostura, where the action of Buenavista was fought on the 22d and 23d of February 1847
Plano
EL G. D. MANUEL LOMBARDINI
Camino
Saltillo
Escala de varas castellanas

U.S. MEXICAN WAR 1846-1848

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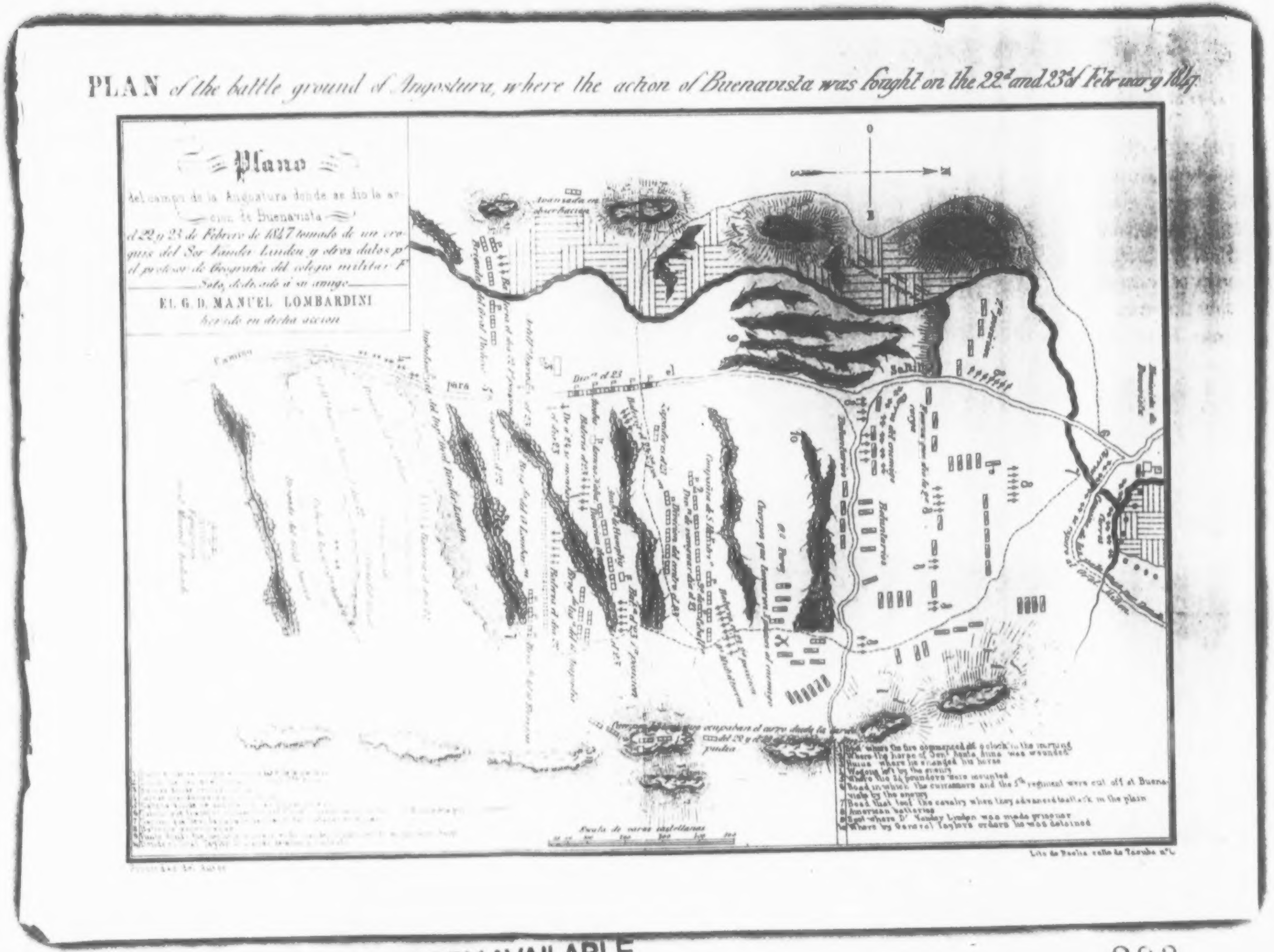
LA BATALLA DE BUENA VISTA

Mapa original detallado de La Batalla de Buena Vista (La Angostura), *cortesía de la División de Colecciones Especiales, Biblioteca de la Universidad de Texas en Arlington, Arlington, Texas*


PLAN of the battle ground of Angostura, where the action of Buenavista was fought on the 22d and 23d February 1847
Plano
del campo de la Angostura donde se dio la accion de Buenavista
el 22 y 23 de Febrero de 1847 tomado de un croquis del Sor Lander Linden y otros datos pr el profesor de Geografia del colegio militar F. Soto, dedicado á su amigo
EL G. D. MANUEL LOMBARDINI
herido en dicha accion
Camino
para
el Saltillo
Dia 23
Escala de varas castellanas
where the fire commenced at o'clock in the morning
Where the horse of Genl Santa Anna was wounded
where he changed his horse
Wagons left by the enemy
Where the 24 pounders were mounted
Road in which the curassiers and the 5th regiment were cut off at Buenavista by the enemy
7 Road that lead the cavalry when they advanced to attack in the plain
8 American batteries
9 Spot where Dr Lander Linden was made prisoner
10 Where by General Taylors orders he was detained
Lito de Rocha calle de Tacuba no 4

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LA Guerra
ENTRE LOS
Estados Unidos
Y MÉXICO

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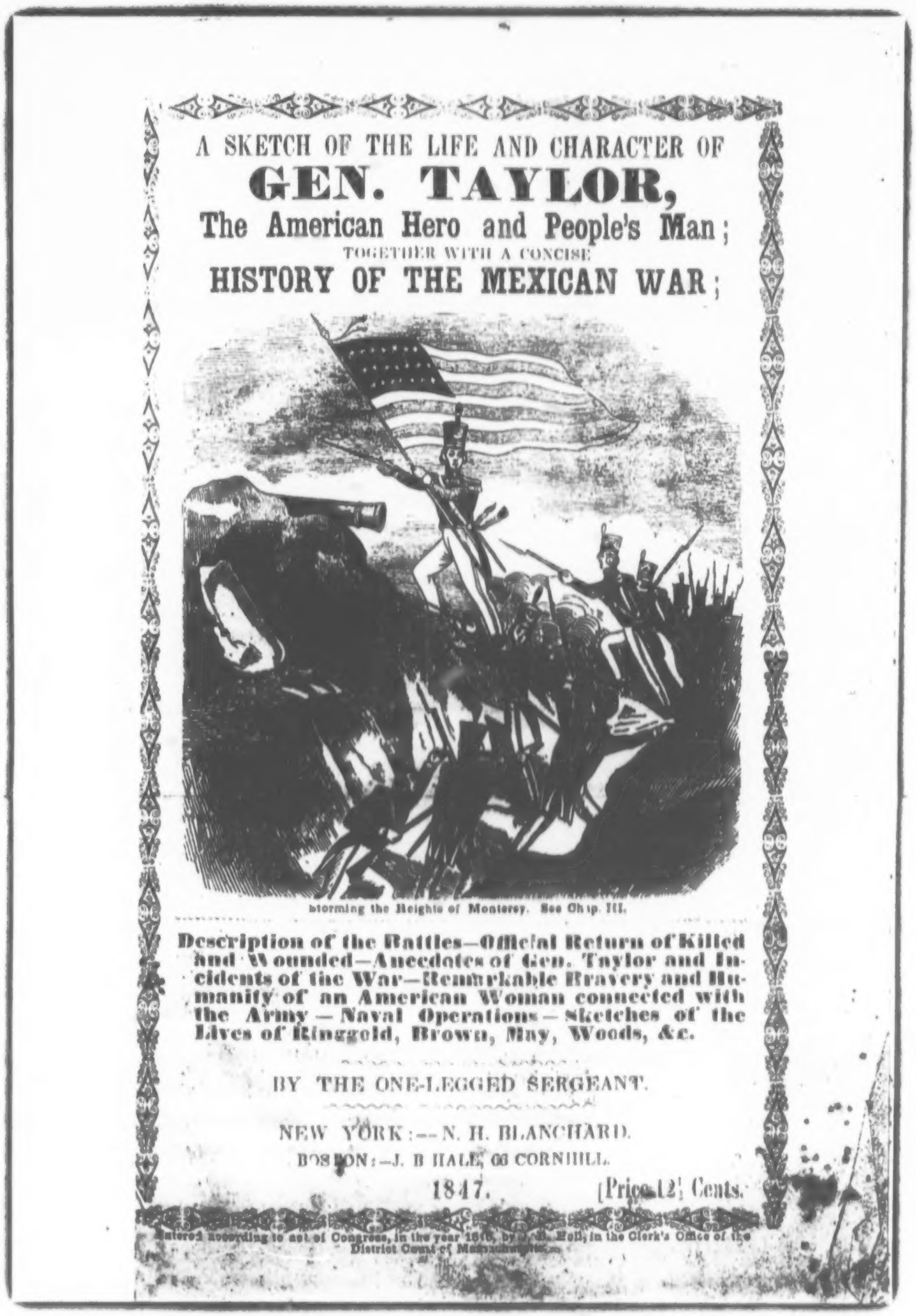

A SKETCH OF THE LIFE AND CHARACTER OF
GEN. TAYLOR,
The American Hero and People's Man;
TOGETHER WITH A CONCISE
HISTORY OF THE MEXICAN WAR;

Storming the Heights of Monterey. See Chap. III.

Description of the Battles—Official Return of Killed and Wounded—Anecdotes of Gen. Taylor and Incidents of the War—Remarkable Bravery and Humanity of an American Woman connected with the Army—Naval Operations—Sketches of the Lives of Ringgold, Brown, May, Woods, &c.

BY THE ONE-LEGGED SERGEANT.

NEW YORK:—N. H. BLANCHARD.
BOSTON:—J. B HALE, 66 CORNHILL.
1847. [Price 12½ Cents.

Entered according to act of Congress, in the year [illegible], by J. B. Hall, in the Clerk's Office of the District Court of Massachusetts.

U.S. MEXICAN WAR 1846-1848
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GENERAL ZACHARY TAYLOR

An 1847 sketch of U.S. soldiers storming Monterrey. The sketch served as a cover for the biography of Zachary Taylor. ***A Sketch of the Life and Character of General Taylor,*** *courtesy of the Special Collections Division. The University of Texas at Arlington Libraries, Arlington, Texas*

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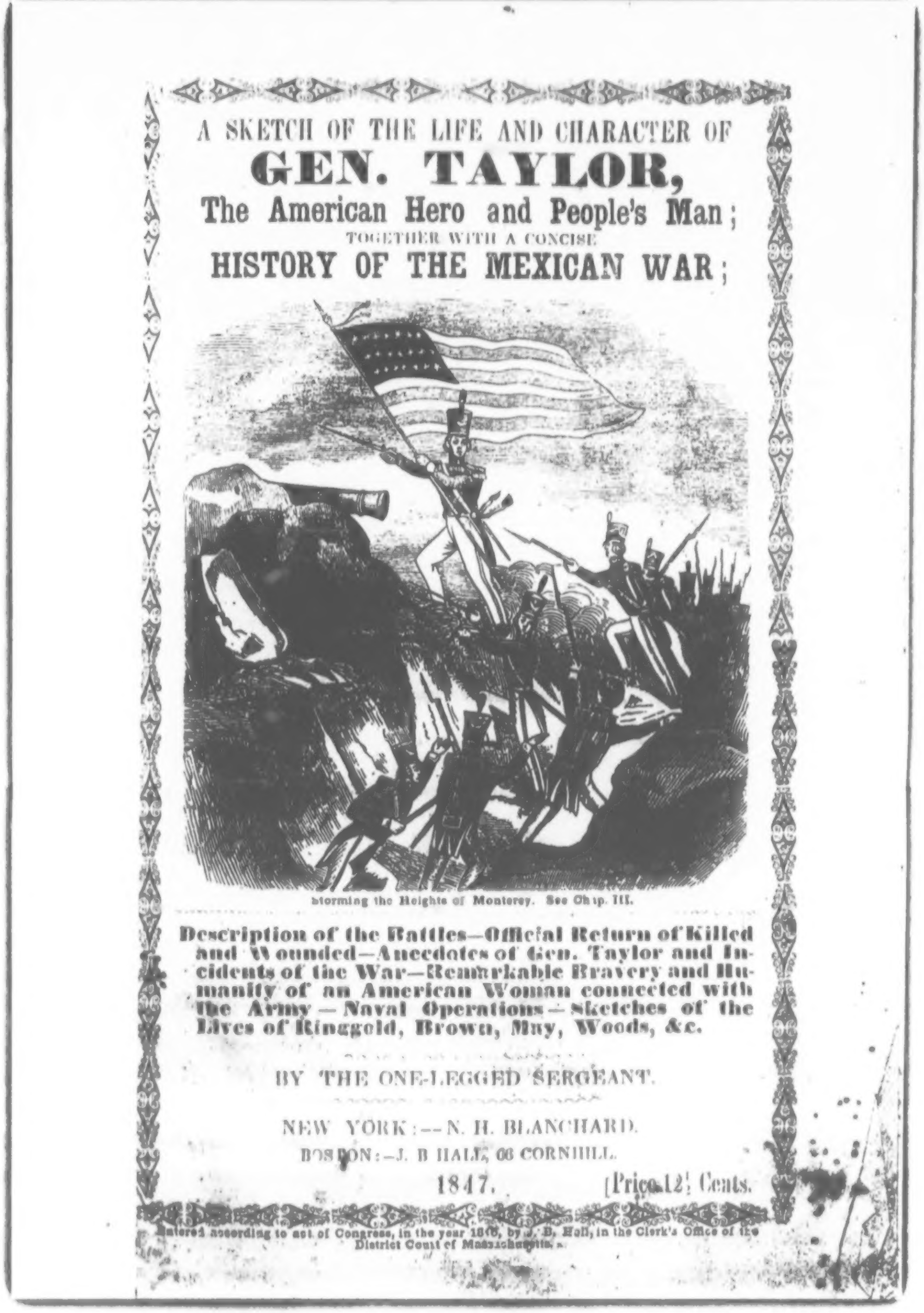

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LA Guerra
ENTRE LOS
Estados Unidos
Y MÉXICO

PBS VIDEO KERA

EL GENERAL ZACHARY TAYLOR

Bosquejo de los soldados americanos en batalla contra Monterrey en 1847. Este Bosquejo sirvió como portada para la biografía de Zachary Taylor. ***Un Bosquejo de la Vida y Carácter del General Taylor,*** *cortesía de la División de Colecciones Especiales, Biblioteca de la Universidad de Texas en Arlington, Arlington, Texas*

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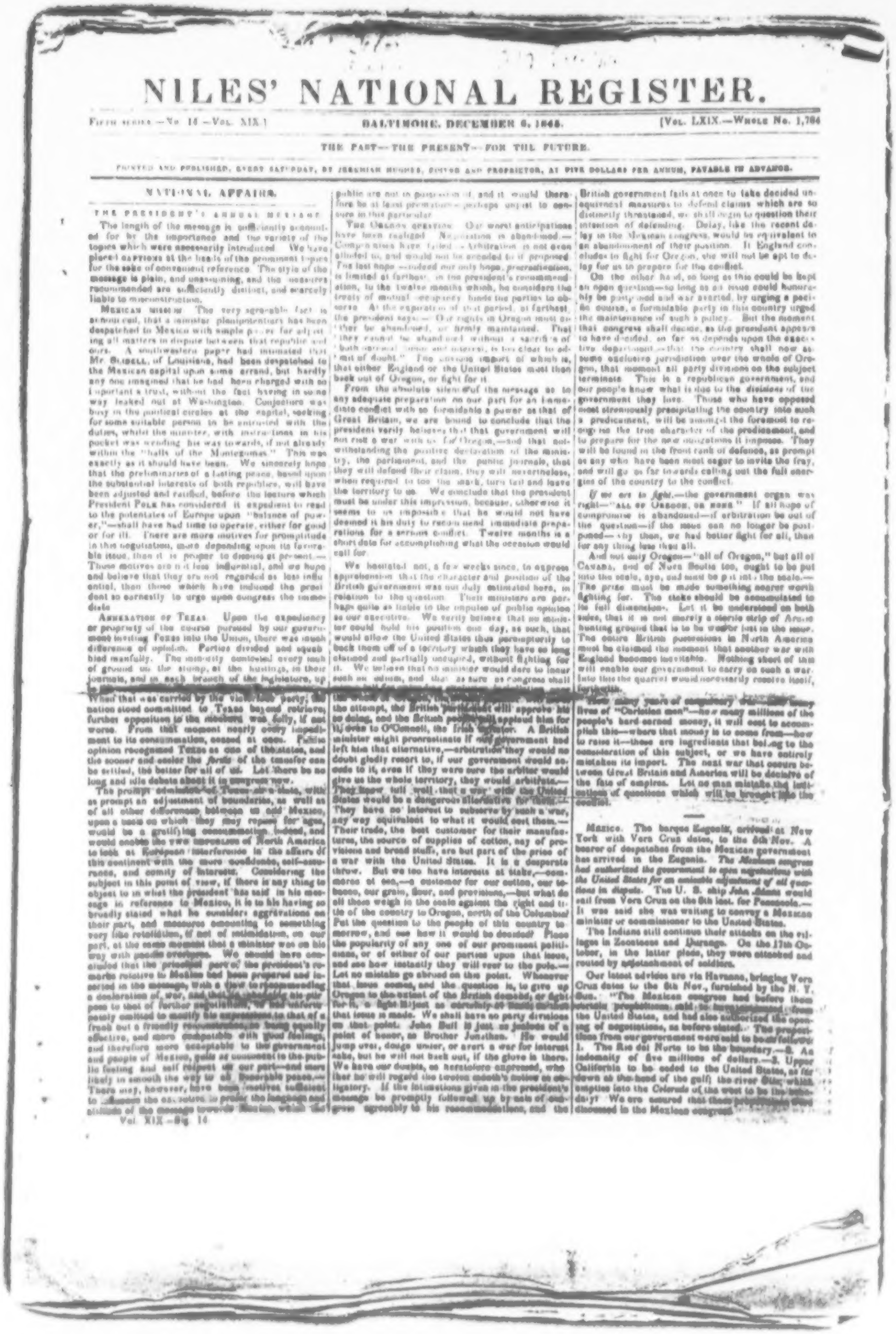

NILES' NATIONAL REGISTER.

FIFTH SERIES.—No. 14—VOL. XIX.] BALTIMORE, DECEMBER 6, 1845. [VOL. LXIX.—WHOLE No. 1,784

THE PAST—THE PRESENT—FOR THE FUTURE.

PRINTED AND PUBLISHED, EVERY SATURDAY, BY JEREMIAH HUGHES, EDITOR AND PROPRIETOR, AT FIVE DOLLARS PER ANNUM, PAYABLE IN ADVANCE.

NATIONAL AFFAIRS.

THE PRESIDENT'S ANNUAL MESSAGE.

The length of the message is sufficiently accounted for by the importance and the variety of the topics which were necessarily introduced. We have placed CAPTIONS at the heads of the prominent topics for the sake of convenient reference. The style of the message is plain, and unassuming, and the measures recommended are sufficiently distinct, and scarcely liable to misconstruction.

MEXICAN MISSION. The very agreeable fact is announced, that a minister plenipotentiary has been despatched to Mexico with ample power for adjusting all matters in dispute between that republic and ours. A southwestern paper had intimated that Mr. SLIDELL, of Louisiana, had been despatched to the Mexican capital upon some errand, but hardly any one imagined that he had been charged with so important a trust, without the fact having in some way leaked out at Washington. Conjecture was busy in the political circles at the capital, seeking for some suitable person to be entrusted with the duties, whilst the minister, with instructions in his pocket was wending his way towards, if not already within the "halls of the Montezumas." This was exactly as it should have been. We sincerely hope that the preliminaries of a lasting peace, based upon the substantial interests of both republics, will have been adjusted and ratified, before the lecture which President POLK has considered it expedient to read to the potentates of Europe upon "balance of power,"—shall have had time to operate, either for good or for ill. There are more motives for promptitude in this negotiation, more depending upon its favorable issue, than it is proper to discuss at present.—Those motives are not less influential, and we hope and believe that they are not regarded as less influential, than those which have induced the president so earnestly to urge upon congress the immediate

ANNEXATION OF TEXAS. Upon the expediency or propriety of the course pursued by our government inviting Texas into the Union, there was much difference of opinion. Parties divided and squabbled manfully. The minority contested every inch of ground on the stump, at the hustings, in their journals, and in each branch of the legislature, up to [illegible] When that was carried by the victorious party, the nation stood committed to Texas beyond retrieve; further opposition to the measure was folly, if not worse. From that moment nearly every impediment to its consummation, ceased at once. Public opinion recognized Texas as one of the states, and the sooner and easier the *forms* of the transfer can be settled, the better for all of us. Let there be no long and idle debate about it in congress now.

The prompt admission of Texas as a state, with as prompt an adjustment of boundaries, as well as of all other differences between us and Mexico, upon a basis on which they may repose for ages, would be a gratifying consummation, indeed, and would enable the two republics of North America to look at European interference in the affairs of this continent with the more confidence, self-assurance, and comity of interests. Considering the subject in this point of view, if there is any thing to object to in what the president has said in his message in reference to Mexico, it is to his having so broadly stated what he considers aggravations on their part, and measures amounting to something very like retaliation, if not of intimidation, on our part, at the same moment that a minister was on his way with pacific overtures. We should have concluded that the principal part of the president's remarks relative to Mexico had been prepared and inserted in the message, with a view to recommending a declaration of war, and that, in abandoning his purpose to that of further negotiation, he had inadvertently omitted to modify his expressions to that of a fresh but a friendly remonstrance, as being equally effective, and more compatible with good feelings, and therefore more acceptable to the government and people of Mexico, quite as consonant to the public feeling and self respect on our part—and more likely to smooth the way to an honorable peace.—There may, however, have been motives sufficient to influence the executive to prefer the language and attitude of the message towards Mexico, which the public are not in possession of, and it would therefore be at least premature—perhaps unjust to censure in this particular.

THE OREGON QUESTION. Our worst anticipations have been realized. Negotiation is abandoned.—Compromises have failed.—Arbitration is not even alluded to, and would not be acceded to if proposed. The last hope—indeed our only hope, *procrastination*, is limited at farthest, in the president's recommendation, to the twelve months which, he considers the treaty of mutual occupancy binds the parties to observe. At the expiration of that period, at farthest, the president says—"Our rights in Oregon must either be abandoned, or firmly maintained. That they cannot be abandoned without a sacrifice of both national honor and interest, is too clear to admit of doubt." The obvious import of which is, that either England or the United States must then back out of Oregon, or fight for it.

From the absolute silence of the message as to any adequate preparation on our part for an immediate conflict with so formidable a power as that of Great Britain, we are bound to conclude that the president verily believes that that government will not risk a war with us for Oregon,—and that notwithstanding the positive declaration of the ministry, the parliament, and the public journals, that they will defend their claim, they will nevertheless, when required to toe the mark, turn tail and leave the territory to us. We conclude that the president must be under this impression, because, otherwise it seems to us impossible that he would not have deemed it his duty to recommend immediate preparations for a serious conflict. Twelve months is a short date for accomplishing what the occasion would call for.

We hesitated not, a few weeks since, to express apprehension that the character and position of the British government was not duly estimated here, in relation to the question. Their ministers are perhaps quite as liable to the impulse of public opinion as our executive. We verily believe that no minister could hold his position one day, as such, that would allow the United States thus peremptorily to kick them off of a territory which they have so long claimed and partially occupied, without fighting for it. We believe that no minister would dare to incur such an odium, and that as sure as congress shall [illegible] the whole of Oregon, [illegible] the attempt, the British parliament will approve his so doing, and the British people will applaud him for it, even to O'Connell, the Irish agitator. A British minister might procrastinate if our government had left him that alternative,—arbitration they would no doubt gladly resort to, if our government would accede to it, even if they were sure the arbiter would give us the whole territory, they would arbitrate.—They know full well that a war with the United States would be a dangerous alternative for them.—They have no interest to subserve by such a war, any way equivalent to what it would cost them.—Their trade, the best customer for their manufactures, the source of supplies of cotton, nay of provisions and bread stuffs, are but part of the price of a war with the United States. It is a desperate throw. But we too have interests at stake,—commerce at sea,—a customer for our cotton, our tobacco, our grain, flour, and provisions,—but what do all these weigh in the scale against the right and title of the country to Oregon, north of the Columbia! Put the question to the people of this country to-morrow, and see how it would be decided! Place the popularity of any one of our prominent politicians, or of either of our parties upon that issue, and see how instantly they will veer to the pole.—Let no mistake go abroad on this point. Whenever that issue comes, and the question is, to give up Oregon to the extent of the British demand, or fight for it, a fight it just as certainly [illegible] that issue is made. We shall have no party divisions on that point. John Bull is just as jealous of a point of honor, as Brother Jonathan. He would jump over, dodge under, or avert a war for interest sake, but he will not back out, if the glove is there. We have our doubts, as heretofore expressed, whether he will regard the twelve month's notice as obligatory. If the intimations given in the president's message be promptly followed up by acts of congress agreeably to his recommendations, and the British government fails at once to take decided unequivocal measures to defend claims which are so distinctly threatened, we shall begin to question their intention of defending. Delay, like the recent delay in the Mexican congress, would be equivalent to an abandonment of their position. If England concludes to fight for Oregon, she will not be apt to delay for us to prepare for the conflict.

On the other hand, so long as this could be kept an open question—so long as an issue could honorably be postponed and war averted, by urging a pacific course, a formidable party in this country urged the maintenance of such a policy. But the moment that congress shall decide, as the president appears to have decided, so far as depends upon the executive department—that the country shall now assume exclusive jurisdiction over the whole of Oregon, that moment all party divisions on the subject terminate. This is a republican government, and our people know what is due to the *decisions* of the government they love. Those who have opposed most strenuously precipitating the country into such a predicament, will be amongst the foremost to recognise the true character of the predicament, and to prepare for the new obligations it imposes. They will be found in the front rank of defence, as prompt as any who have been most eager to invite the fray, and will go as far towards calling out the full energies of the country to the conflict.

If we are to fight,—the government organ was right—"ALL OF OREGON, OR NONE." If all hope of compromise is abandoned—if arbitration be out of the question—if the issue can no longer be postponed—why then, we had better fight for all, than for any thing less than all.

And not only Oregon—"all of Oregon," but all of CANADA, and of Nova Scotia too, ought to be put into the scale, aye, and must be put into the scale.—The prize must be made something nearer worth fighting for. The stake should be accumulated to its full dimensions. Let it be understood on both sides, that it is not merely a sterile strip of Arctic hunting ground that is to be won or lost in the issue. The entire British possessions in North America must be claimed the moment that another war with England becomes inevitable. Nothing short of this will enable our government to carry on such a war. Into this the quarrel would necessarily resolve itself, forthwith.

[illegible] many years of sanguinary war—how many lives of "Christian men"—how many millions of the people's hard earned money, it will cost to accomplish this—where that money is to come from—how to raise it—these are ingredients that belong to the consideration of this subject, or we have entirely mistaken its import. The next war that occurs between Great Britain and America will be decisive of the fate of empires. Let no man mistake the intimations of questions which will be brought into the conflict.

MEXICO. The barque *Eugenia*, arrived at New York with Vera Cruz dates, to the 8th Nov. A bearer of despatches from the Mexican government has arrived in the *Eugenia*. *The Mexican congress had authorized the government to open negotiations with the United States for an amicable adjustment of all questions in dispute.* The U. S. ship *John Adams* would sail from Vera Cruz on the 8th inst. for Pensacola.—It was said she was waiting to convey a Mexican minister or commissioner to the United States.

The Indians still continue their attacks on the villages in Zacatecas and Durango. On the 17th October, in the latter place, they were attacked and routed by a detachment of soldiers.

Our latest advices are via Havanna, bringing Vera Cruz dates to the 8th Nov., furnished by the N. Y. Sun. "The Mexican congress had before them certain propositions said to have emanated from the United States, and had also authorized the opening of negotiations, as before stated. The propositions from our government were said to be as follows: 1. The Rio del Norte to be the boundary.—2. An indemnity of five millions of dollars.—3. Upper California to be ceded to the United States, as far down as the head of the gulf; the river Gila, which empties into the Colorado of the west to be the boundary? We are assured that these propositions were discussed in the Mexican congress.

U.S.·MEXICAN WAR 1846-1848

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POLK'S ANNUAL ADDRESS TO CONGRESS

The Niles' National Register was a weekly publication that often included texts of official documents, speeches, etc. Reprinted here is James K. Polk's first annual address to Congress. ***The Niles' Register***, *courtesy of the Special Collections Division, The University of Texas at Arlington Libraries, Arlington, Texas*

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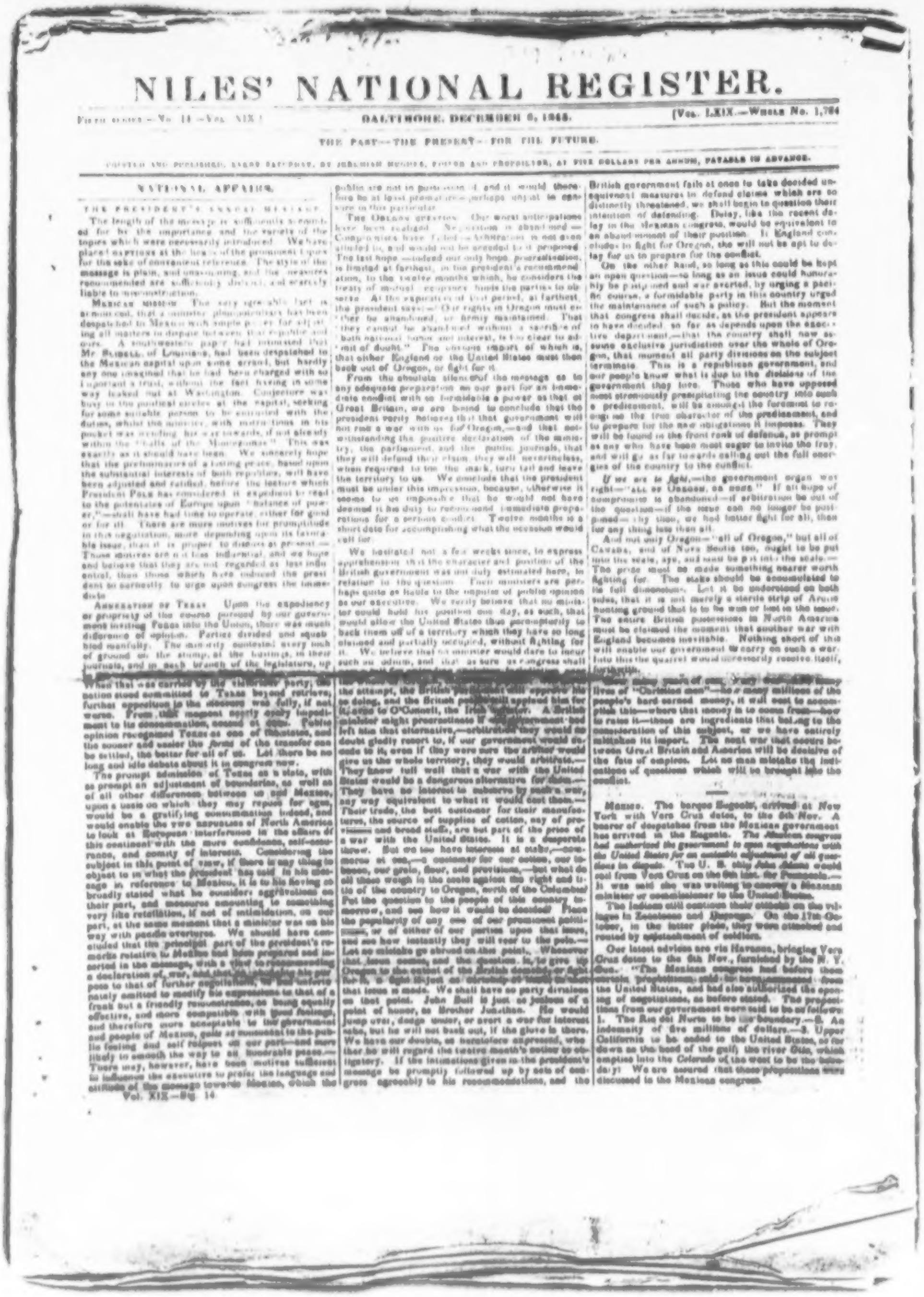

NILES' NATIONAL REGISTER.

Fifth series—No. 14—Vol. XIX.] BALTIMORE, DECEMBER 6, 1845. [Vol. LXIX.—Whole No. 1,784

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THE PRESIDENT'S ANNUAL MESSAGE.

LA GUERRA ENTRE LOS Estados Unidos Y MÉXICO

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INFORME ANUAL PRESIDENCIAL DE POLK AL CONGRESO

La Publicación ***The Niles' National Register*** era una publicación semanal, que algunas veces incluía textos de documentos oficiales, discursos, etc. Impreso aquí el primer informe presidencial de Polk al Congreso. La replica ***The Niles' Register,*** *cortesía de la División de Colecciones Especiales, Biblioteca de la Universidad de Texas en Arlington, Arlington, Texas*

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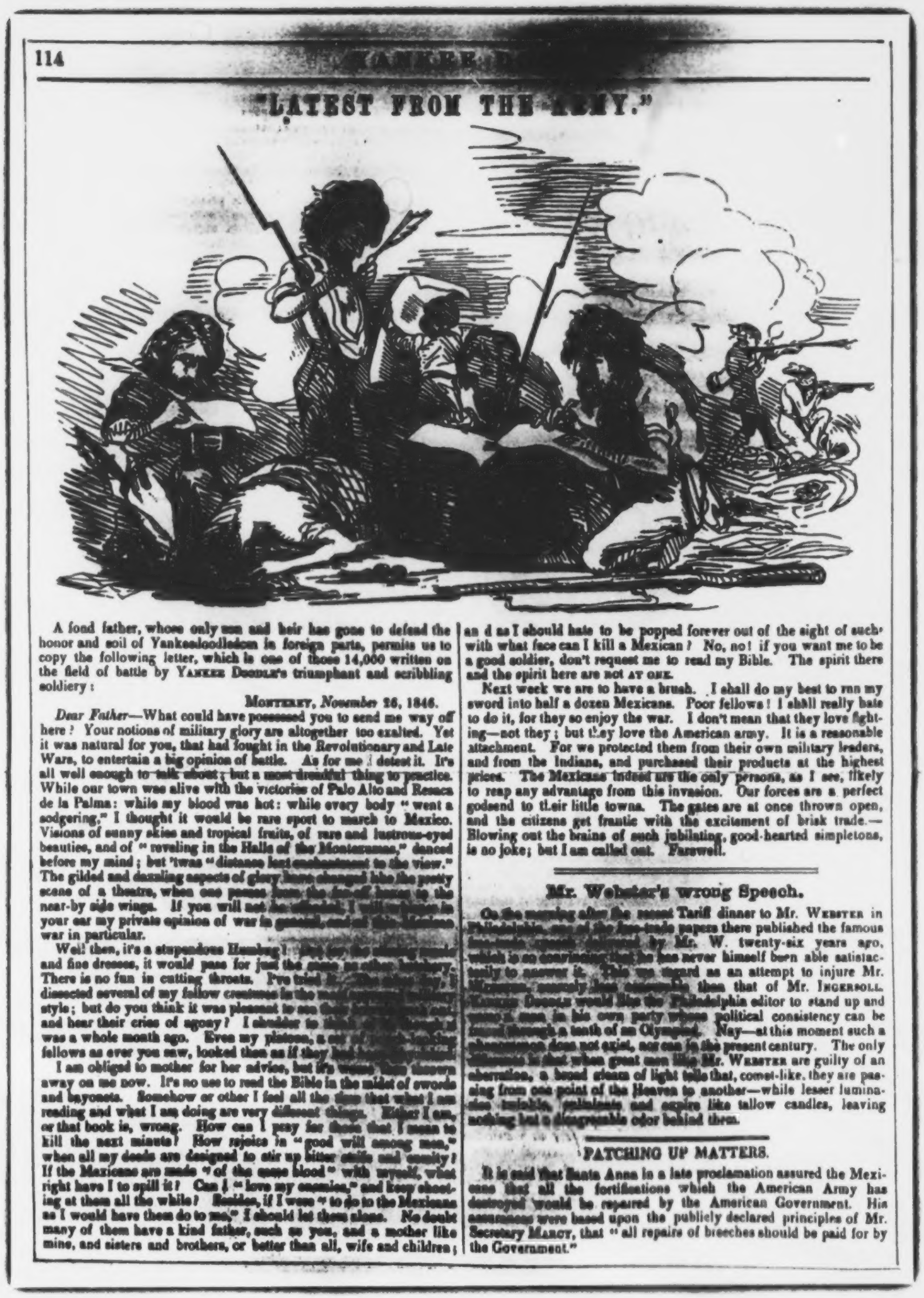

114 YANKEE D[illegible]

"LATEST FROM THE ARMY."

A fond father, whose only son and heir has gone to defend the honor and soil of Yankeedoodledom in foreign parts, permits us to copy the following letter, which is one of those 14,000 written on the field of battle by YANKEE DOODLE's triumphant and scribbling soldiery:

MONTEREY, *November* 26, 1846.

Dear Father—What could have possessed you to send me way off here? Your notions of military glory are altogether too exalted. Yet it was natural for you, that had fought in the Revolutionary and Late Wars, to entertain a big opinion of battle. As for me I detest it. It's all well enough to talk about; but a most dreadful thing to practice. While our town was alive with the victories of Palo Alto and Resaca de la Palma: while my blood was hot: while every body "went a sodgering," I thought it would be rare sport to march to Mexico. Visions of sunny skies and tropical fruits, of rare and lustrous-eyed beauties, and of "reveling in the Halls of the Montezumas," danced before my mind; but 'twas "distance lent enchantment to the view." The gilded and dazzling aspects of glory have changed like the pretty scene of a theatre, when one passes from the far-off boxes to the near-by side wings. If you will not be offended, I will whisper in your ear my private opinion of war in general, and of this Mexican war in particular.

Well then, it's a stupendous Humbug! But for the stirring music and fine dresses, it would pass for just the same as other butchery. There is no fun in cutting throats. I've tried it. The other day, I dissected several of my fellow creatures in the most [illegible] style; but do you think it was pleasant to see them [illegible] and hear their cries of agony? I shudder to think of it, though it was a whole month ago. Even my platoon, a set of rough-looking fellows as ever you saw, looked then as if they had [illegible].

I am obliged to mother for her advice, but it's worse than thrown away on me now. It's no use to read the Bible in the midst of swords and bayonets. Somehow or other I feel all the time that what I am reading and what I am doing are very different things. Either I am, or that book is, wrong. How can I pray for those that I mean to kill the next minute? How rejoice in "good will among men," when all my deeds are designed to stir up bitter strife and enmity? If the Mexicans are made "of the same blood" with myself, what right have I to spill it? Can I "love my enemies," and keep shooting at them all the while? Besides, if I were "to do to the Mexicans as I would have them do to me," I should let them alone. No doubt many of them have a kind father, such as you, and a mother like mine, and sisters and brothers, or better than all, wife and children; an d as I should hate to be popped forever out of the sight of such, with what face can I kill a Mexican? No, no! if you want me to be a good soldier, don't request me to read my Bible. The spirit there and the spirit here are not AT ONE.

Next week we are to have a brush. I shall do my best to run my sword into half a dozen Mexicans. Poor fellows! I shall really hate to do it, for they so enjoy the war. I don't mean that they love fighting—not they; but they love the American army. It is a reasonable attachment. For we protected them from their own military leaders, and from the Indians, and purchased their products at the highest prices. The Mexicans indeed are the only persons, as I see, likely to reap any advantage from this invasion. Our forces are a perfect godsend to their little towns. The gates are at once thrown open, and the citizens get frantic with the excitement of brisk trade.—Blowing out the brains of such jubilating, good-hearted simpletons, is no joke; but I am called out. Farewell.

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On the morning after the recent Tariff dinner to Mr. WEBSTER in Philadelphia, one of the free-trade papers there published the famous [illegible] speech delivered by Mr. W. twenty-six years ago, which is so convincing that he has never himself been able satisfactorily to answer it. This we regard as an attempt to injure Mr. WEBSTER, scarcely less contemptible than that of Mr. INGERSOLL. YANKEE DOODLE would like the Philadelphia editor to stand up and name a man in his own party whose political consistency can be traced through a tenth of an Olympiad. Nay—at this moment such a phenomenon does not exist, nor can in the present century. The only difference is that when great men like Mr. WEBSTER are guilty of an aberration, a broad stream of light tells that, comet-like, they are passing from one point of the Heaven to another—while lesser luminaries twinkle, [illegible] and expire like tallow candles, leaving nothing but a disagreeable odor behind them.

PATCHING UP MATTERS.

It is said that Santa Anna in a late proclamation assured the Mexicans that all the fortifications which the American Army has destroyed would be repaired by the American Government. His assurances were based upon the publicly declared principles of Mr. Secretary MARCY, that "all repairs of breeches should be paid for by the Government."

U.S. MEXICAN WAR 1846-1848

PBS VIDEO KERA

DEAR FATHER

A letter from a U.S. soldier to his father during the U.S.-Mexican War which appeared in the periodical ***Yankee Doodle***. ***Yankee Doodle, "Dear Father,"*** *courtesy of the American Antiquarian Society, Worchester, Massachusetts*

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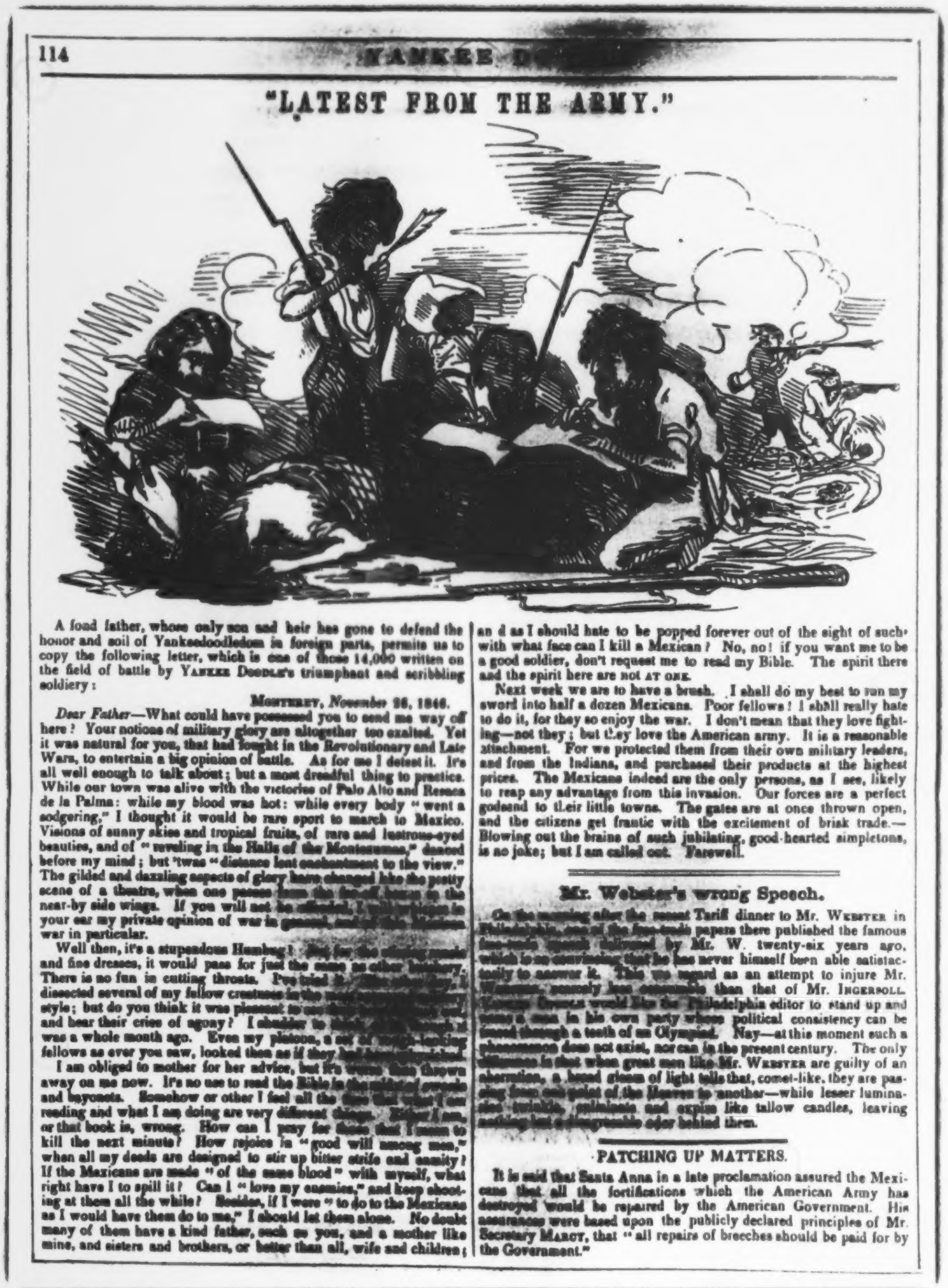

"LATEST FROM THE ARMY."

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LA Guerra
ENTRE LOS
Estados Unidos
Y MÉXICO

PBS VIDEO KERA

QUERIDO PADRE

La carta de un soldado americano enviada a su padre durante la guerra entre los Estados Unidos y México que fué publicada en el periódico ***Yankee Doodle***. Copia del ejemplar ***Yankee Doodle, "Querido Padre,"*** *cortesía de La Sociedad Anticuaria Americana, Worchester, Massachusetts*

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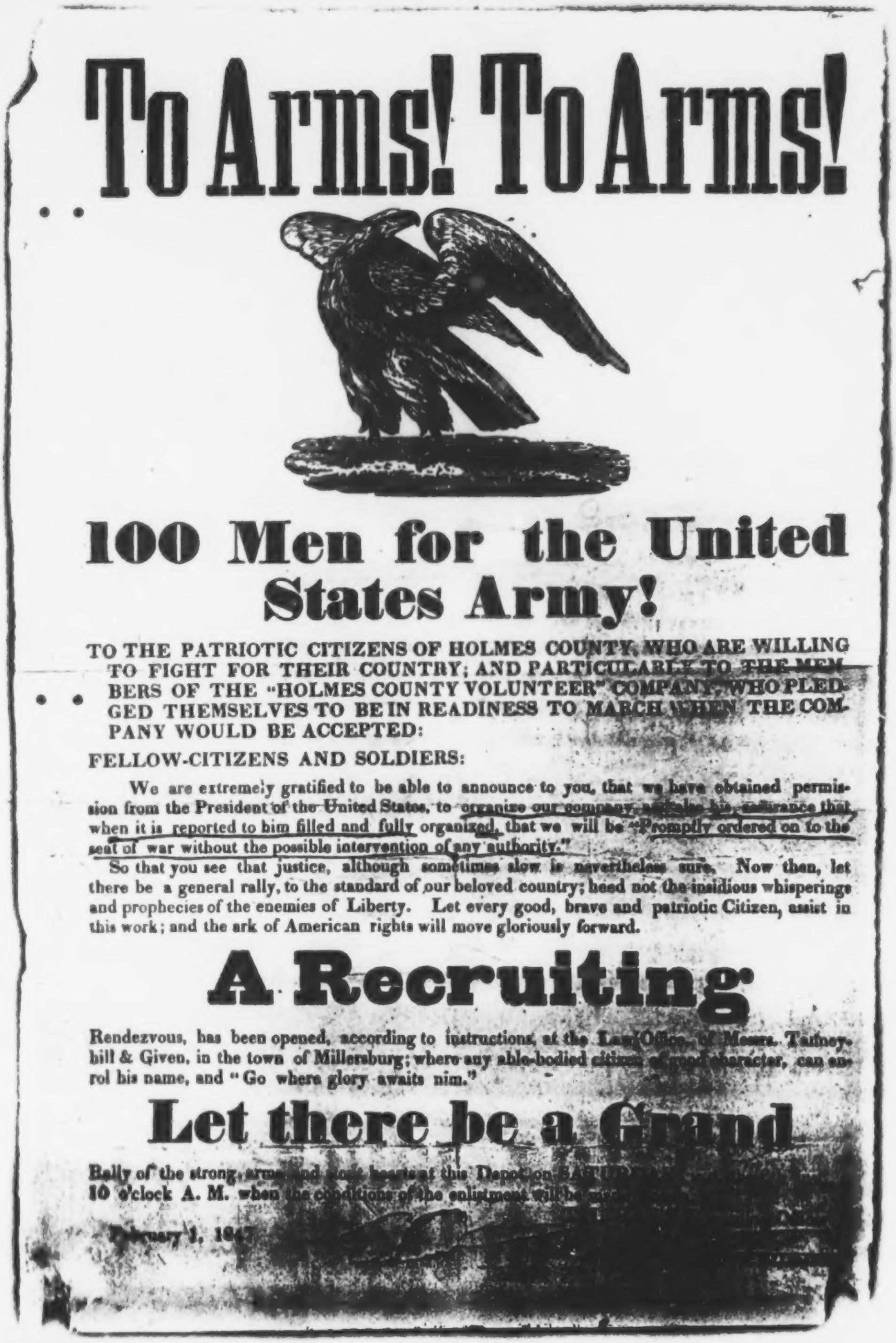

To Arms! To Arms!

100 Men for the United States Army!

TO THE PATRIOTIC CITIZENS OF HOLMES COUNTY, WHO ARE WILLING TO FIGHT FOR THEIR COUNTRY; AND PARTICULARLY TO THE MEMBERS OF THE "HOLMES COUNTY VOLUNTEER" COMPANY, WHO PLEDGED THEMSELVES TO BE IN READINESS TO MARCH WHEN THE COMPANY WOULD BE ACCEPTED:

FELLOW-CITIZENS AND SOLDIERS:

We are extremely gratified to be able to announce to you, that we have obtained permission from the President of the United States, to organize our company, and also his assurance that when it is reported to him filled and fully organized, that we will be "Promptly ordered on to the seat of war without the possible intervention of any authority."

So that you see that justice, although sometimes slow is nevertheless sure. Now then, let there be a general rally, to the standard of our beloved country; heed not the insidious whisperings and prophecies of the enemies of Liberty. Let every good, brave and patriotic Citizen, assist in this work; and the ark of American rights will move gloriously forward.

A Recruiting

Rendezvous, has been opened, according to instructions, at the Law Office, of Messrs. Tanneyhill & Given, in the town of Millersburg; where any able-bodied citizen of good character, can enrol his name, and "Go where glory awaits him."

Let there be a Grand

Rally of the strong, arms and stout hearts at this Depot on SATURD [illegible] 10 o'clock A. M. when the conditions of the enlistment will be [illegible]

February 1, 1847.

U.S. MEXICAN WAR
1846-1848
PBS VIDEO KERA

TO ARMS, TO ARMS

An 1847 broadside encouraging men to join the United States Army to fight against Mexico. *To Arms! To Arms!, courtesy of the Special Collections Division, The University of Texas at Arlington Libraries, Arlington, Texas*

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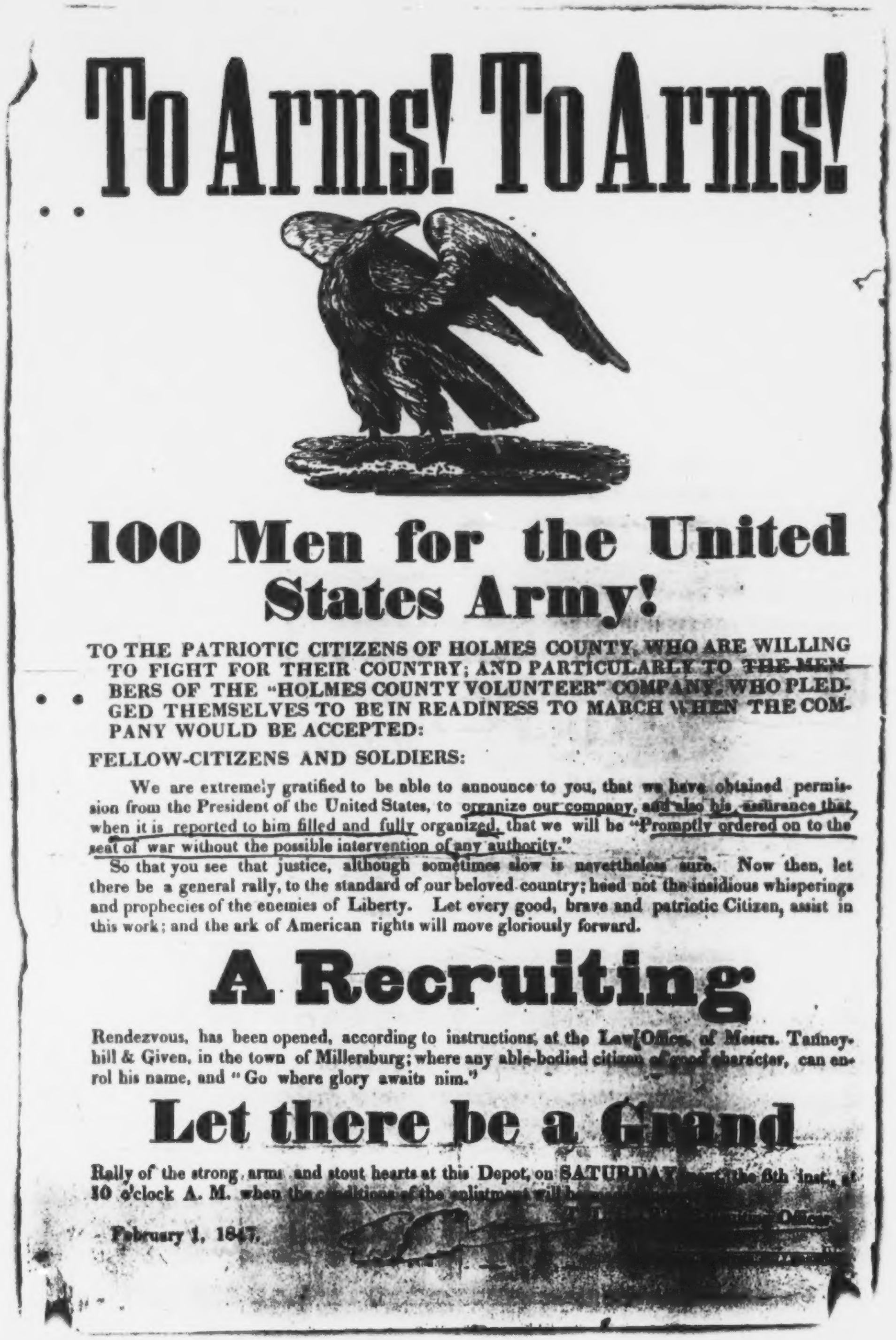

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[illegible] Recruiting Officer.

February 1, 1847.

LA Guerra
ENTRE LOS
Estados Unidos
Y MÉXICO
PBS VIDEO KERA

¡A LAS ARMAS! ¡A LAS ARMAS!

Un aviso de 1847 instando a los hombres a unirse al Ejército de los Estados Unidos papa luchar contra México. Copia del aviso *To Arms!, To Arms!, courtesy of the Special Collections Division, The University of Texas at Arlington Libraries, Arlington, Texas*

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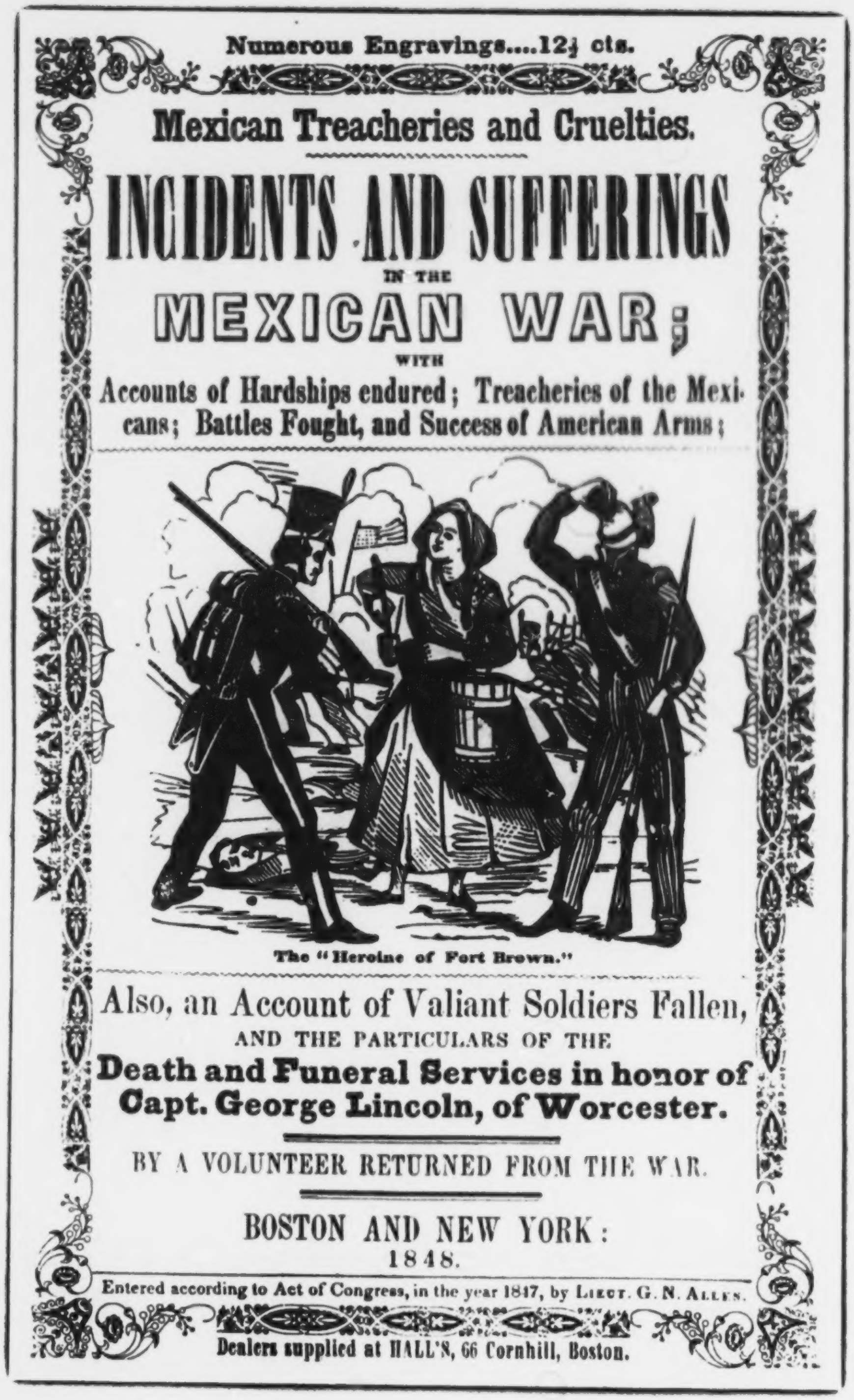


Numerous Engravings....12½ cts.

Mexican Treacheries and Cruelties.

INCIDENTS AND SUFFERINGS
IN THE
MEXICAN WAR;
WITH
Accounts of Hardships endured; Treacheries of the Mexicans; Battles Fought, and Success of American Arms;

The "Heroine of Fort Brown."

Also, an Account of Valiant Soldiers Fallen,
AND THE PARTICULARS OF THE
Death and Funeral Services in honor of
Capt. George Lincoln, of Worcester.

BY A VOLUNTEER RETURNED FROM THE WAR.

BOSTON AND NEW YORK:
1848.

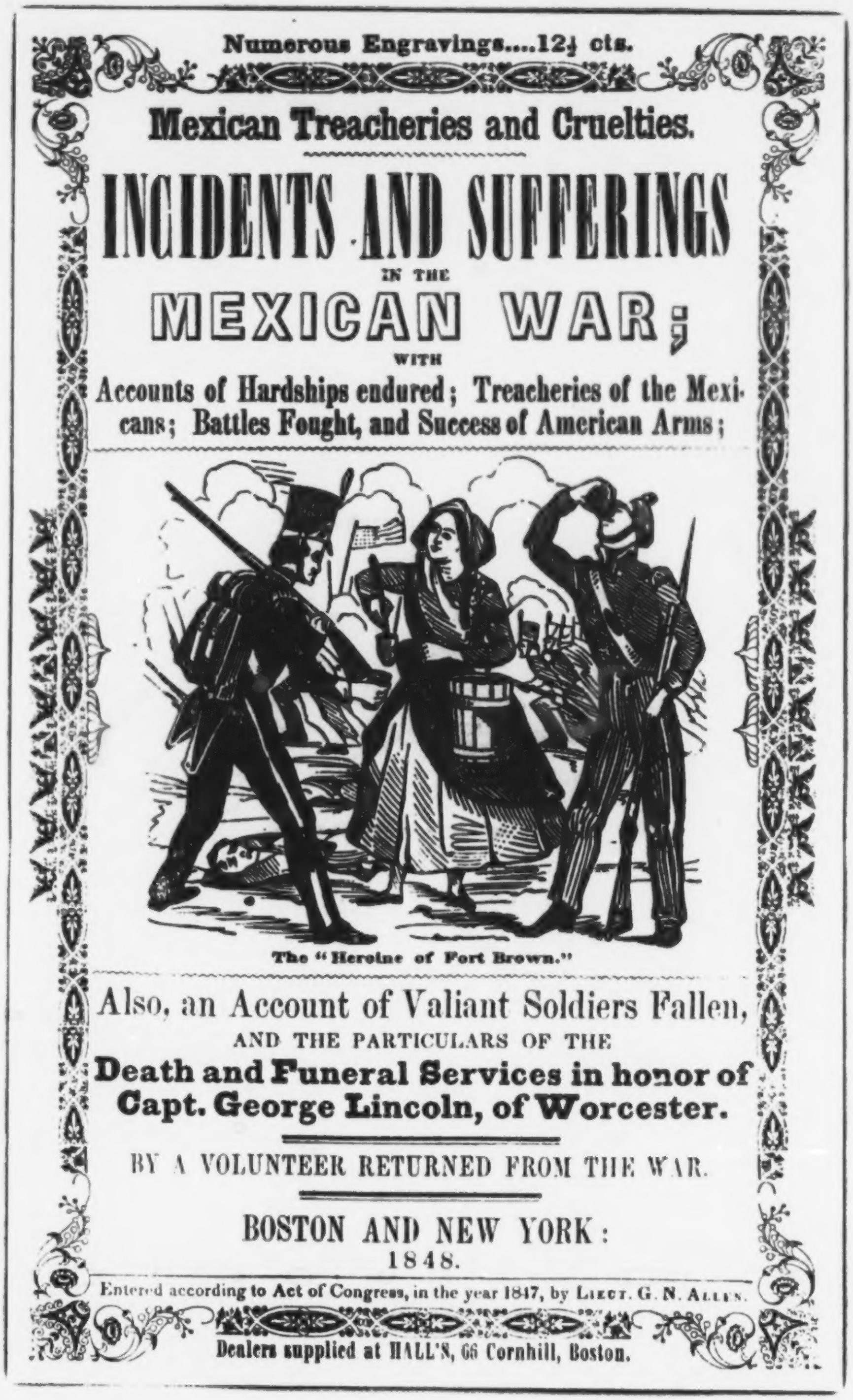
Entered according to Act of Congress, in the year 1847, by Lieut. G. N. Allen.

Dealers supplied at HALL'S, 66 Cornhill, Boston.

U.S. MEXICAN WAR
1846-1848
PBS VIDEO KERA

INCIDENTS AND SUFFERINGS

This pamphlet describes battles and acts of heroism in patriotic terms. Pictured are U.S. soldiers receiving water from Sarah Borginnis, who marched, cooked and cared for the soldiers. ***Incidents and Sufferings in the Mexican War,*** *courtesy of the American Antiquarian Society, Worchester, Massachusetts*



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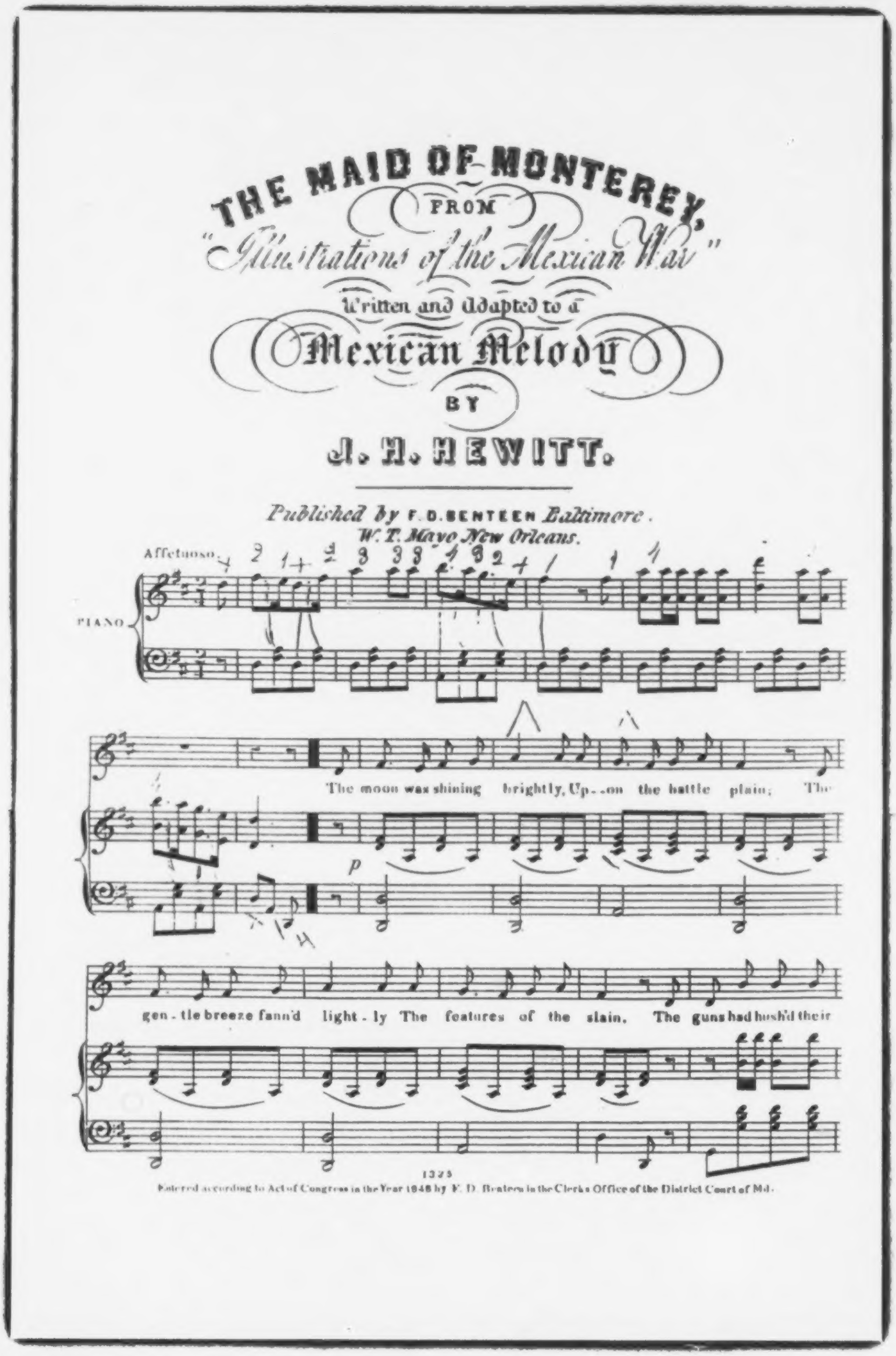
Este panfleto describe las batallas y los actos de heroísmo en términos patrióticos. Vemos ilustrados a soldados americanos recibiendo agua de manos de Sarah Borginnis, quién marchó, cocinó y atendió a los soldados. ***Incidentes y Sufrimientos en la Guerra de México,*** *cortesía de La Sociedad Anticuaria Americana, Worchester, Massachusetts*



THE MAID OF MONTEREY,
FROM
"Illustrations of the Mexican War"
Written and adapted to a
Mexican Melody
BY
J. H. HEWITT.

Published by F. D. BENTEEN Baltimore.
W. T. Mayo New Orleans.

Affetuoso.
PIANO
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The moon was shining brightly, Up..on the battle plain; The
gen.tle breeze fann'd light.ly The features of the slain. The guns had hush'd their
1325

Entered according to Act of Congress in the Year 1848 by F. D. Benteen in the Clerks Office of the District Court of Md.

U.S. MEXICAN WAR
1846-1848
PBS VIDEO KERA

THE MAID OF MONTEREY

The Maid of Monterey, tells the story of a young Mexican woman who was killed during the battle of Monterrey as she took care of wounded soldiers from both sides. ***The Maid of Monterey,*** *courtesy of the Historic New Orleans Collection, New Orleans, Louisiana*

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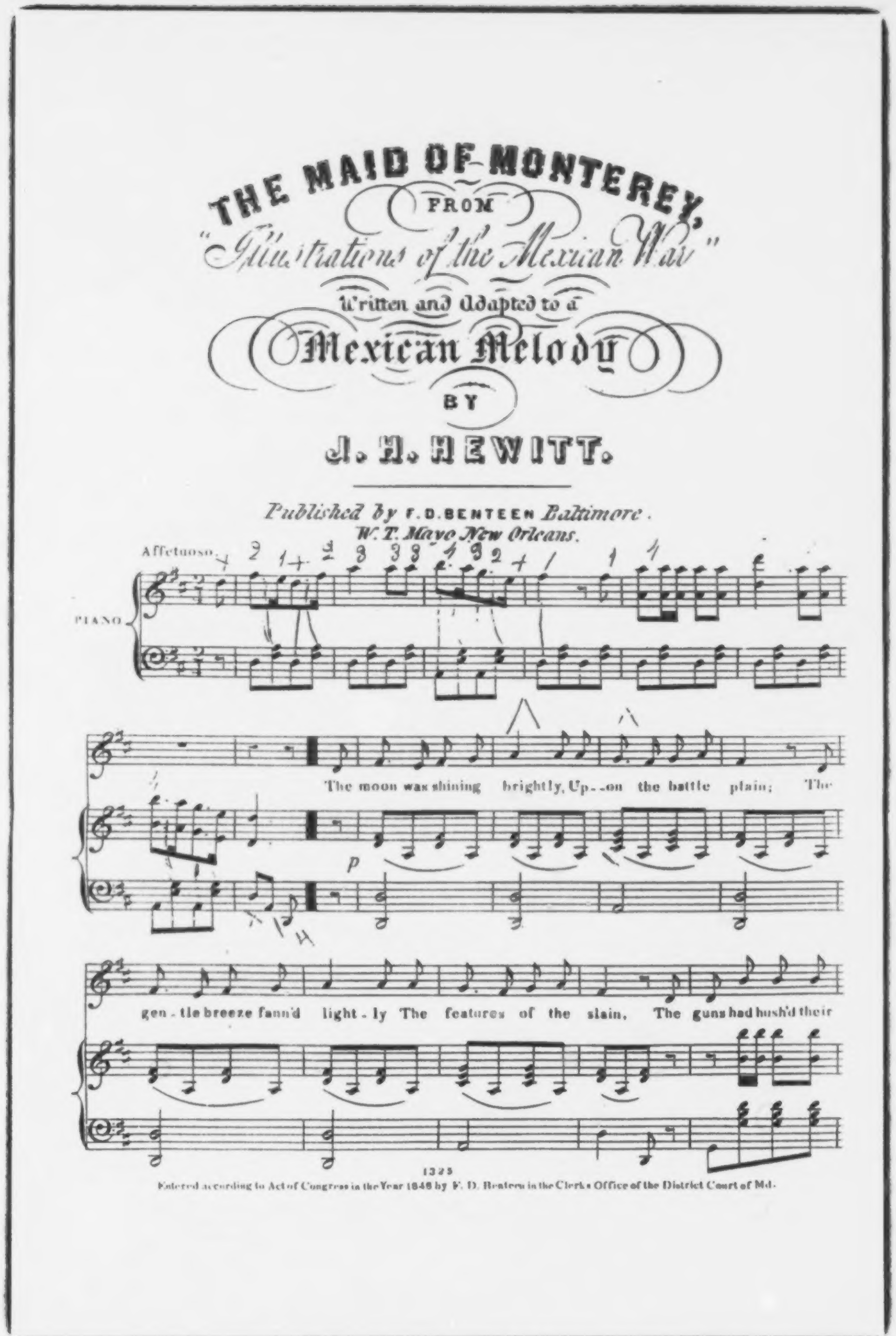

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LA DAMA DE MONTERREY

La Dama de Monterrey, nos cuenta la historia de una joven mexicana a quién mataron durante la batalla de Monterrey mientras atendía a los soldados heridos de ambos bandos. Partitura de la canción ***La Dama de Monterrey,*** *cortesía de la Colección Histórica de Nueva Orleans, Nueva Orleans, Lousiana*

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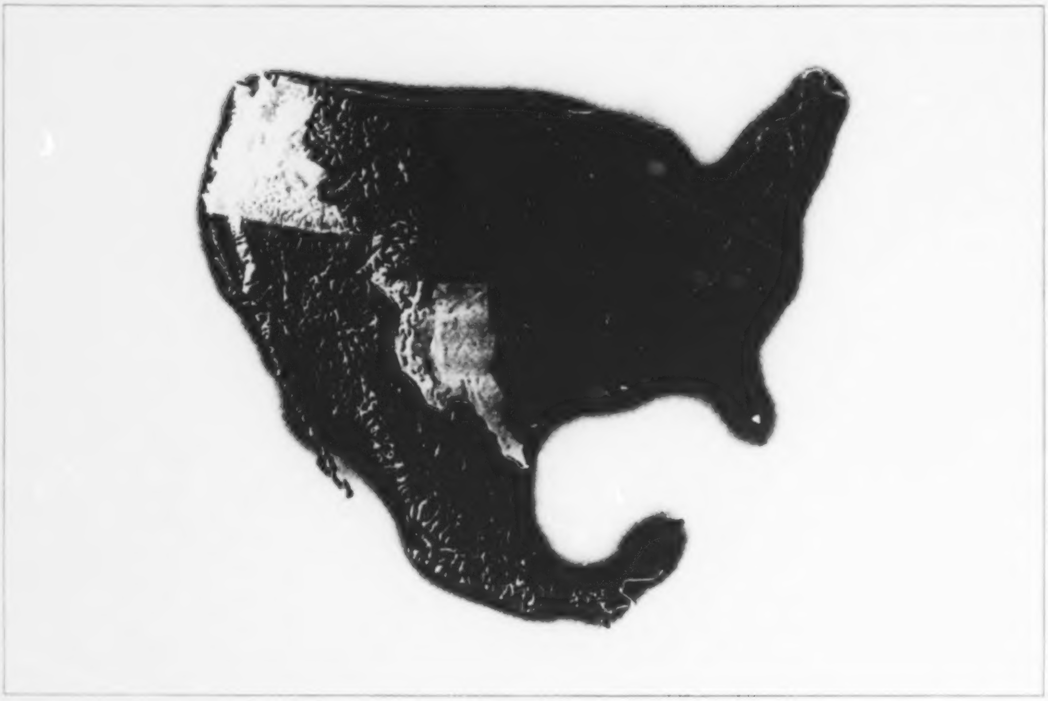

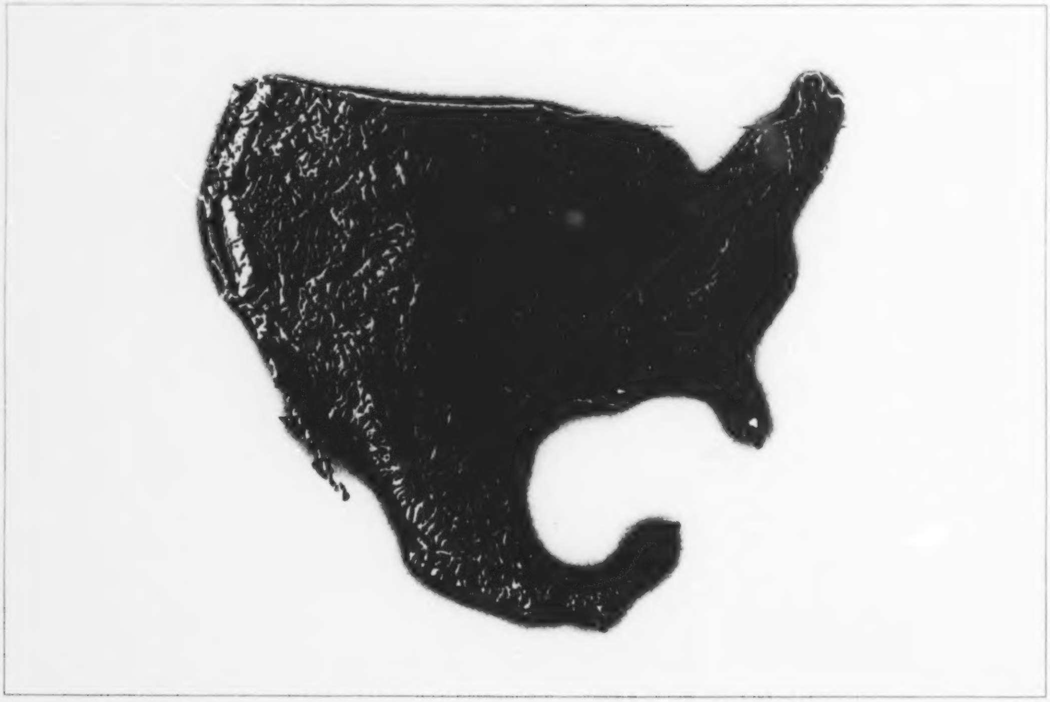

U.S. MEXICAN
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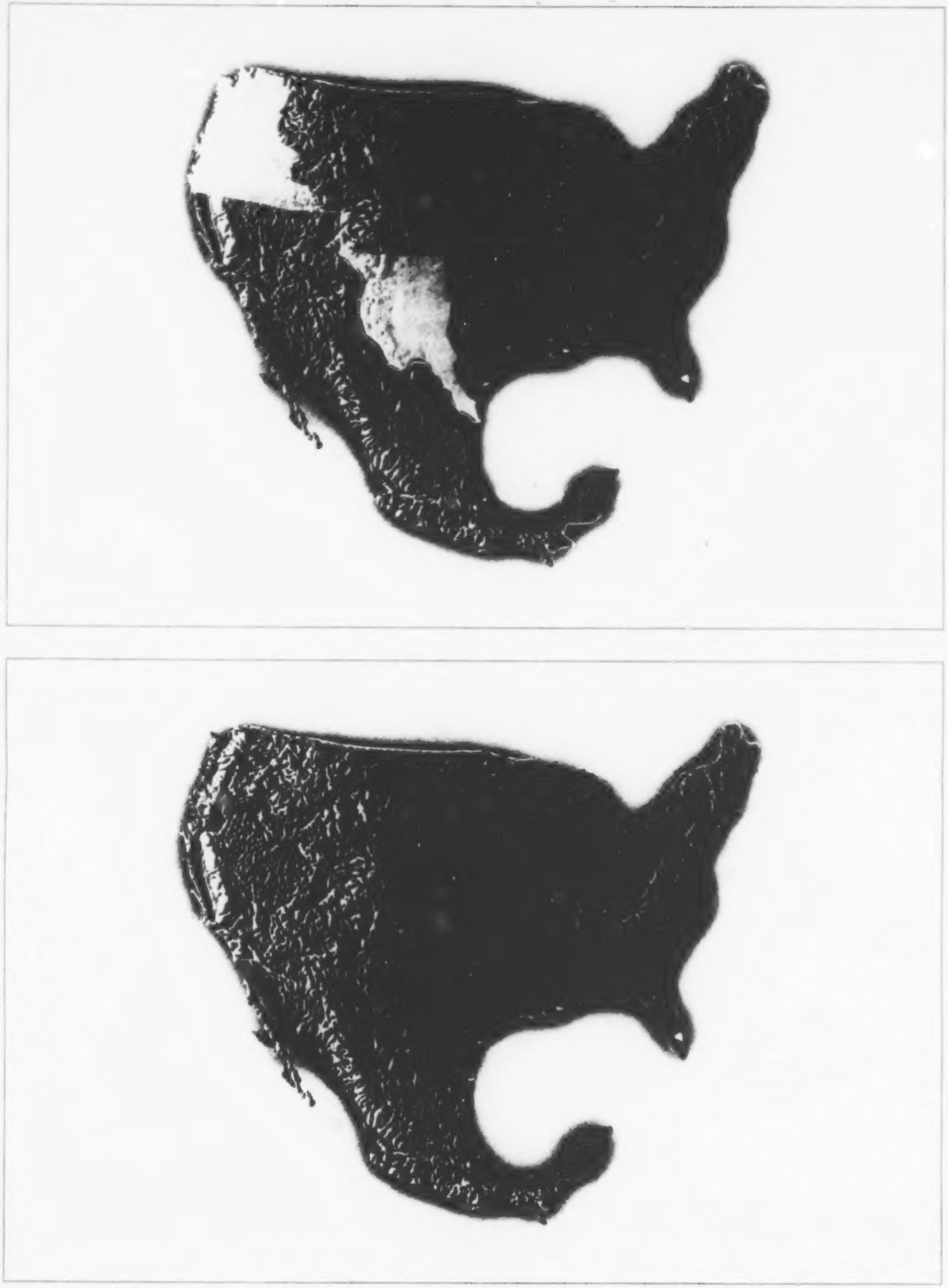
MEXICO AND THE UNITED STATES

Top Map Mexico and the United States (1846), including the Oregon Territory and the disputed lands.

Bottom Map Present day Mexico and the United States.



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MÉXICO Y LOS ESTADOS UNIDOS

Mapa Superior México y los Estados Unidos (en 1846), incluyendo el Territorio de Oregón y las tierras disputadas.

Mapa Inferior México y los Estados Unidos en la actualidad.

VIDEO SEGMENT INDEX

298

PBS VIDEO KERA Dallas
Fort Worth

AN INDEX TO

U.S.MEXICAN WAR

1846-1848

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TABLE OF CONTENTS

Page

3 About the PBS VIDEOindex

4 Index Format

5 Chapters and Timings

17 Alphabetical Indez

32 Events

38 Media, Arts and Culture

39 People

ABOUT THE PBS VIDEO*index*

The following index contains references to key events and people featured in the series ***The U.S.-Mexican War (1846-1848)***. Videotapes of this documentary–included with your curriculum kit–have been prepared for educators. They feature chapter breaks and titles, captions identifying key people and their titles and a time clock reference.

The printed **PBS VIDEOindex** will assist you in identifying portions of the series you want to use in your classroom. The index lists a topic or person's name followed by a set of numbers. The first number followed by a slash (/) refers to the episode in which the reference can be found. The numbers after the slash (/) indicate the minute and second (time clock) where you will find what you're looking for on a videotape.

Example: In the index you will find a listing for the re-election of General Antonio López de Santa Anna as President of Mexico. Under the listing for Santa Anna, you'll find a reference to "re-elected President" with the numbers 3/05:50. To locate the reference on the tape place Episode 3 in the VCR and fast forward or fast scan until you see the numbers 05:50 appear on your on-screen time clock.

This PBS VIDEOindex will serve you as a powerful resource to create your own lessons. After you explore the subject index to find entries for events or people about which you would like to teach, you'll note the appropriate episodes and times, insert the videotape and then cue up the segments you have selected by using the on-screen time clock. The index will be a flexible tool for you to use to meet your curriculum objectives and classroom needs. It is supported by all the other components of the curriculum kit, including the teacher's guide with more chapter-by-chapter information.

INDEX FORMAT

This index is presented first in the format of a traditional book index, with all pertinent information arranged in alphabetical order. The entries are also presented and organized in a subject index which contains the following categories:

Events
Media, Arts and Culture
People

CHAPTERS AND TIMINGS

EPISODE ONE
NEIGHBORS AND STRANGERS

USMX-DX1

INTRODUCTION

00:42 - 06:04

In the summer of 1846, a group of Mexican writers, intellectuals and politicians meet to write an account of the recent conquest of their country by the United States. The book is called *Apuntes, Notes for the History of the War between Mexico and the United States.*

In the United States, soldiers, artists and historians publish their own accounts of the war. For both countries, it is the beginning of a new era.

NEIGHBORS AND STRANGERS

06:06 - 12:00

Mexico and the United States are neighbors with very different backgrounds and cultures. In the aftermath of its War for Independence, Mexico finds itself without money and politically divided. By contrast, the United States is growing rapidly. When the U.S. tries to buy Mexican territory, Mexico refuses, and a conflict between the two nations seems certain.

THE WOUND

12:02 - 19:28

In 1836, Texans — most of them immigrants from the United States— rebel against Mexico. A Mexican army led by President Antonio López de Santa Anna arrives in Texas to put down the rebellion but is defeated at the Battle of San Jacinto. Texas becomes an independent Republic.

Santa Anna returns to Mexico and becomes President again, only to be exiled to Cuba in 1844. Mexico blames the United States for the loss of Texas and vows to reconquer the rebellious province.

HARDEST WORKING MAN IN THE UNITED STATES

19:30 - 23:40

U.S. President James K. Polk enters office on an expansionist platform influenced by his mentor, Andrew Jackson. Polk promises to acquire Texas and Oregon Territory. When Texas is annexed in 1845, Mexico breaks diplomatic relations with the United States.

THE TERRIBLE WORD

23:42 - 28:10

In July, 1845, Polk orders 4,000 U.S. troops led by General Zachary Taylor to the Texas coast. Their mission is to defend the border with Mexico. Mexican President José Joaquín de Herrera indicates that his government is willing to receive an envoy to discuss the Texas border issue. Instead, President Polk proposes that Mexico sell the territories of New Mexico and California to the United States. The diplomatic mission causes Herrera to be overthrown by a militant general, Mariano Paredes. Hostilities between the two nations increase.

ROUGH AND READY

28:12 - 33:26

In Corpus Christi, Taylor trains his troops, including a young West Point graduate named Ulysses Grant . Another West Point graduate named Samuel Ringgold drills light, fast moving artillery units the soldiers call "flying artillery."

"HOSTILITIES HAVE COMMENCED"

33:28 - 44:30

On the Río Grande, Zachary Taylor's troops clash with Mexican forces under the command of General Mariano Arista. The battles at Palo Alto and Resaca de la Palma end in a U.S. victory. General Taylor occupies the Mexican town of Matamoros.

DECLARATION OF WAR

44:32 - 47:21

In Washington, Polk pushes a declaration of war through Congress. After a long and acrimonious debate, Congress approves money and volunteers to fight the war. On May 13th, 1846, President Polk signs the declaration of war with Mexico.

VOLUNTEERS

47:23 - 54:14

The Congressional call for volunteers coincides with news of Taylor's victory on the Río Grande. The response to the call is overwhelming, and steamboats filled with thousands of eager volunteers make their way down the Mississippi River towards Mexico. Mexico vows to defend itself from the United States invasion.

EPISODE TWO
WAR FOR THE BORDERLANDS

USMX-DX2

THE ARMY OF THE WEST

00:42 - 10:01

In May of 1846, President Polk orders an army under Colonel Stephen W. Kearny to march 900 miles from Fort Leavenworth, Kansas, and conquer New Mexico. From there, he is to march another 1000 miles to California and conquer that territory, too. The army includes a survey party led by Lt. William Emory. Emory's mission is to survey possible railroad routes to California, to lay the groundwork for the westward development of the United States.

WAR FOR THE BORDERLANDS

10:03 - 20:38

On the Santa Fe Trail, Stephen Kearny's Army of the West stops near the border with New Mexico at a trading post known as Bent's Fort. On August 18th, 1846, U.S. troops enter and occupy Santa Fe unopposed.

Kearny appoints Charles Bent, one of the owners of Bent's Fort and a resident of Taos, as territorial governor. Soon after Kearny's departure, Bent's government becomes the target of rebellion, and on January 13, 1847, Bent is killed at his Taos home by New Mexican and Pueblo Indian rebels. The revolt spreads throughout the region. In response, U.S. troops march on Taos Pueblo. After a bloody battle, the rebel leaders are captured and executed.

NATIVE LANDS

20:40 - 24:38

Meanwhile, Stephen Kearny leads a force of one hundred and ten men across the desert lands of the Navajo, Apache, Pima and Maricopa tribes, pushing westward towards California. Lt. William Emory writes of his encounter with the unfamiliar landscapes and native peoples of this region.

THE OTHER SHORE

24:40 - 37:16

In 1846, the Mexican territory of California is inhabited by only 7300 Mexican colonists, called Californios. One of these is Mariano Guadalupe Vallejo, a second generation Californio landowner in the Sonoma region north of San Francisco Bay.

In June of 1846, Vallejo is captured and imprisoned by a group of U.S. settlers in a rebellion instigated by a famous explorer and U.S Army Captain named John C. Frémont. The Bear Flag Revolt, as it is later called, gives birth to the independent Republic of California.

In July, U.S. Naval forces bring all of upper California under U.S. control. But in September, a Californio rebellion drives the U.S. troops out of Los Angeles. Kearny arrives in California during the rebellion and is met by a force of Californio lancers near San Pasqual. Although badly mauled in the fighting, Kearny's troops join with other U.S. forces to bring California under the control of the United States.

"THEY DIE LIKE DOGS"

37:18 - 41:13

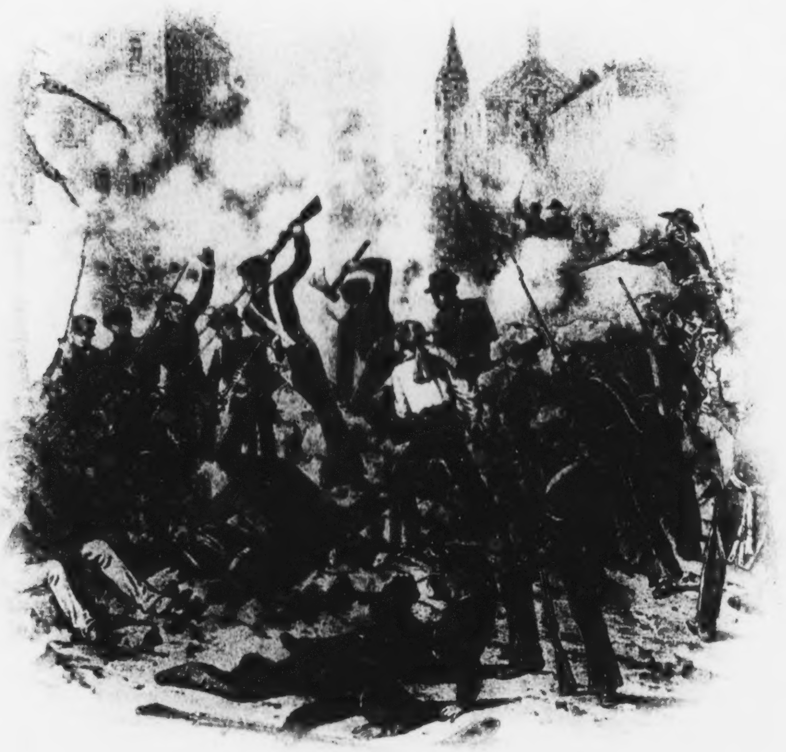
On the Río Grande, U.S. volunteers are arriving by the thousands. Zachary Taylor has his hands full organizing his army and maintaining discipline among the troops. Supplies are limited, and Taylor's frustration over Washington's slow response contributes to a rift between Taylor and President Polk, who views Taylor as a political threat.

In July of 1846, Taylor moves his troops from Matamoros up the Río Grande to Camargo, where almost 1500 soldiers — mostly volunteers — die of disease.

MONTERREY

41:15 - 54:14

From Camargo, Zachary Taylor marches on the northern provincial capital of Monterrey. After a two day battle with heavy casualties on both sides, the city falls on September 24th. The Mexican commander, Pedro de Ampudia, negotiates an eight week armistice with Taylor, who desperately needs to rest his troops. Polk is infuriated by the armistice, but the public is delighted by news of the victory, and Taylor is spoken of as a future President.



EPISODE THREE
THE HOUR OF SACRIFICE
USMX-DX3

SANTA ANNA RETURNS
00:42 - 06:11

From his exile in Havana, Cuba, former Mexican President Antonio López de Santa Anna tries to stage a return to Mexico. In an effort to arrange safe passage through the U.S. naval blockade, Santa Anna tells President Polk that he will work to bring about the sale of California to the United States. Polk decides to permit Santa Anna to return.

On August 4th, 1846, forces loyal to Santa Anna overthrow the Mexican government of Mariano Paredes. Santa Anna returns to Mexico and immediately starts to organize an army to oppose the North American invasion.

FUSS AND FEATHERS
06:13 - 11:38

In Washington, President Polk is persuaded that he must open a second front against Mexico, invading the country at Veracruz and marching on Mexico City. In spite of the President's personal and political differences with his commanding general, Winfield Scott, Polk gives Scott the command.

Santa Anna learns of the invasion plan through captured documents. Knowing that Taylor has lost half of his troops to Scott, Santa Anna plans to march north to destroy the remainder of Taylor's army, then turn to meet Scott at Veracruz.

SALTILLO
11: 40 - 17:19

From Monterrey, Taylor's troops arrive in the town of Saltillo. During the occupation, Mexican guerrilla fighters attack U.S. soldiers. Mexican civilians find themselves caught between both sides. A volunteer from Boston, Private Sam Chamberlain, is witness to a massacre of Mexican civilians by volunteers from Arkansas.

BUENA VISTA

17:21 - 24:58

On February 22, 1847, Santa Anna's troops meet Zachary Taylor's army on a furrowed plain southwest of Saltillo near the small hacienda of Buena Vista. Although Taylor's troops are mostly inexperienced volunteers and are outnumbered three to one, the two armies fight to a draw. Unexpectedly, Santa Anna leaves the field and returns to San Luís Potosi, arriving with only half of his original force.

THE HOUR OF SACRIFICE

25:00 - 33:55

At Veracruz, Winfield Scott prepares to launch the first major amphibious invasion in United States history. Veracruz asks for help from Mexico City, but a political revolt has paralyzed the capital. On March 9, 1847, Scott launches the invasion, but Veracruz refuses to surrender. Scott begins a devastating artillery bombardment with mortar and heavy cannon. For four punishing days, Veracruz holds out. Finally, the city surrenders.

In Mexico City, Santa Anna successfully negotiates an end to the revolt and leaves toward Veracruz to stop Scott's advance.

CERRO GORDO

33:57 - 40:33

Santa Anna fortifies a position on the National Road seventy miles from Veracruz, in the hills near the tiny village of Cerro Gordo. There, on April 17th and 18th, U.S. and Mexican soldiers meet in a battle that turns into a rout of the Mexican army. Santa Anna escapes the carnage at Cerro Gordo, organizes the scattered remnants of his troops and falls back to Mexico City to defend the capital.

MR. POLK'S WAR

40:35 - 44:01

In the United States, anti-war advocates such as Frederick Douglass and Henry David Thoreau attack the President and the war. In Washington, Polk faces increasing political opposition. Anti-slavery forces fear that the war will expand slave territory; other opponents criticize the mounting cost of the war.

DREAMS OF GLORY

44:03 - 47:34

Back in Mexico, Scott continues his advance on Mexico City, pausing in Puebla to rest and reorganize his troops. In Puebla, U.S. soldiers marvel at the sight of opulent colonial churches and an ancient pyramid at Cholula, indulging in romantic fantasies inspired by what they view as a grand historical drama.

THE NAKED BLADE

47:36 - 54:14

Hoping that the U.S. military pressure on Mexico will force the Mexican government into negotiations, Polk sends a diplomat named Nicholas Trist to travel with Scott's army. At first, Scott and Trist feud with each other but eventually resolve their differences.

But Scott is faced with another problem: his supply lines to Veracruz are under constant attack by Mexican bandits and guerrilla forces. In a move some consider foolhardy, Scott decides to cut his supply lines and live off the land as he penetrates deeper into Mexico. On August 5th, 1847, he gives his troops the order to leave Puebla and march on to Mexico City.

EPISODE FOUR
THE FATE OF NATIONS
USMX-DX4

INTO THE VALLEY OF MEXICO
00:42 - 14:23

As Winfield Scott's army nears Mexico City, Santa Anna fortifies the approach to the city with 7,000 Mexican troops. Scott elects to turn to the south and attack the city from the southwest. Thousands of civilians flee the capital as Santa Anna deploys his troops to the southwest. Soon, 20,000 Mexican soldiers are positioned between Scott and the city.

On August 19th, U.S. troops engage a force of Mexican soldiers near the village of Contreras. Santa Anna arrives on the scene, but at a critical moment fails to support the other Mexican general, in part because of a longstanding rivalry between them.

The next day, U.S. soldiers stage a surprise attack that results in a full scale Mexican retreat. At a bridge over the Churubusco river, the defenders stiffen their resistance. U.S. forces manage to break through and take a heavily fortified convent. Among the captured Mexican troops are a number of U.S. deserters fighting for Mexico as members of the San Patricio battalion.

TEMPORARY PEACE
14:25 - 18:02

U.S. forces are poised to take the capital, but on the threshold of victory, Scott decides to halt his troops in an attempt to negotiate a peace. On August 27th, Nicholas Trist meets with Mexican commissioners, but the talks break down.
On September 6th, Scott demands a Mexican surrender. Santa Anna refuses.

THE FATE OF NATIONS

18:04 - 31:21

On the morning of September 12th, U.S. artillery begin to shell an imposing castle called Chapultepec. The next morning, the infantry launches its assault. The Mexican defenders, including a number of teenage cadets, fight back courageously, but the U.S. soldiers are able to scale the walls, overrun the defenders and take the castle.

Scott's troops continue their push into the city, pausing at nightfall. At four o'clock in the morning of the next day, September 14, 1847, Scott receives a delegation of Mexican officials. The capital formally surrenders. Santa Anna resigns his presidency and takes refuge in southern Mexico before leaving the country for Jamaica.

THE TREATY OF GUADALUPE HIDALGO

31:23 - 41:08

Nicholas Trist defies a Presidential recall to successfully negotiate a treaty with Mexican officials. The treaty establishes a border with Texas along the Río Grande river. Upper California and all of the states of the present American Southwest are ceded to the United States. The United States pays Mexico 15 million dollars. On February 2, 1848, in the town of Guadalupe Hidalgo, the treaty is signed.

In Congress, President Polk faces opposition to the treaty from extremist factions. One faction wants to acquire all of Mexico. Another intensifies its opposition to acquiring any territory at all. Eventually, however, the Senate approves the treaty on March 10, 1848. The countersigned treaty returns to Washington from Mexico on the 4th of July, 1848.
The war is over.

LEGACY

41:10 - 54:36

After the war, Mexico continues to struggle with political division and foreign intervention. But the experience of the war leads Mexicans to create the foundations of a more unified nation.

While the lands acquired from Mexico helps transform the United States into a world power, the sudden expansion of the nation inflames issues that will drive the country into a devastating civil war.

The discovery of gold in California spurs a great westward migration, and Native Americans must struggle to survive yet another invasion of their homeland.

More than 75,000 Mexican citizens choose to remain on land that has become part of the United States. They are among the first Mexican Americans, and their experiences in the aftermath of the war still resonate today.

ALPHABETICAL LISTING

A

- Almonte, Juan
  - breaks diplomatic relations with U.S., 1/23:13
- Ampudia, Pedro de
  - Battle at Monterrey and, 2/42:59
- Arista, Mariano
  - at Matamoros, 1/37:09
  - Battle of Palo Alto and, 1/39:29
- Armijo, Manuel
  - orders New Mexicans to disband, 2/12:19
  - U.S.-Mexican War and, 2/06:42; 2/08:31; 2/11:52

B

- Balbontín, Manuel
  - U.S.-Mexican War, writings on, 3/17:21
- Barbour, Philip
  - death of, 2/46:18
  - U.S.-Mexican War and, 2/41:15; 2/52:19
  - U.S.-Mexican War, writings on, 2/41:42; 2/44:56
- Bent, Charles
  - appointed territorial governor, 2/15:52
  - attacked, 2/16:35
  - U.S.-Mexican War and, 2/08:31
- Bravo, Nicolás
  - Battle for Mexico City and, 4/22:09
  - Chapultepec Castle and, 4/22:09
- Buchanan, James
  - Treaty of Guadalupe Hidalgo and, 4/31:23

C

Calhoun, John C.
    Treaty of Guadalupe Hidalgo and, 4/37:31
California
    U.S.-Mexican War and, 2/24:40
Calderon de la Barca, Frances "Fanny"
    on Mexico in 1840s, 1/09:19
Cano, Juan
    Battle for Mexico City and, 4/23:14
    Battle from Contreras to Churubusco and, 4/10:52
    Chapultepec Castle and, 4/23:14
Carson, Kit
    U.S.-Mexican War and, 2/21:05
Castañeda, Antonia
    on Treaty of Guadalupe Hidalgo, 4/35:00
    on U.S.-Mexican War, legacy of, 4/50:30; 4/51:48
Cavazos, Israel
    on U.S.-Mexican War, Battle at Monterrey, 2/49:49
    on U.S.-Mexican War, legacy of, 4/41:47
Chamberlain, Sam
    Battle at Buena Vista and, 3/17:21
    Occupation of Saltillo and, 3/13:25; 3/15:27
    personality of, 3/13:25

D

Dana, Napoleon
    U.S.-Mexican War, writings on, 1/28:12; 1/32:53; 1/36:03; 1/43:45; 2/47:27
Davis, Jefferson
    U.S.-Mexican War, Battle at Buena Vista and, 3/21:18
Deertrack, Richard
    on U.S.-Mexican War, Native Americans and, 2/14:50
DePalo, William
    on U.S.-Mexican War, capture of Mexico City, 4/05:51
Douglass, Frederick
    U.S.-Mexican War, opposition to, 3/42:06

316

E

Edmunds, David
    on Manifest Destiny, 1/21:30
    on U.S.-Mexican War, Native Americans and, 2/22:21; 2/23:30
    on U.S.-Mexican War, New Mexico and, 2/16:13
Eisenhower, John
    on Scott, Winfield, 3/07:04; 3/27:32
    on U.S.-Mexican War, Battle at Cerro Gordo, 3/35:00; 3/36:50; 3/39:23
    on U.S.-Mexican War, Battle at Buena Vista, 3/19:23; 3/22:29
    on U.S.-Mexican War, Battle at Veracruz, 3/27:32
    on U.S.-Mexican War, Chapultepec Castle, 4/27:04
    on U.S.-Mexican War, how armies should act; 1/31:47
    on U.S.-Mexican War, legacy of, 4/41:10
    on U.S.-Mexican War, proposed truce, 4/13:40
    on U.S.-Mexican War, San Patricio Battalion, 4/11:37
    on U.S.-Mexican War, West Point, 1/29:54; 1/31:47
Emerson, Ralph Waldo
    writings of, 1/05:25; 1/05:25
Emory, William
    U.S.-Mexican War, Lieutenant and, 2/05:04
    U.S.-Mexican War, writings on, 2/05:24; 2/15:18; 2/20:44; 2/21:51; 2/23:10
Escutia, Juan
    Chapultepec Castle and, 4/26:14

F

Falcón, Perfecto
    U.S.-Mexican War, writings on, 4/04:02; 4/10:32; 4/12:45
Farías, Valentín Gómez
    revolt against, 3/25:31
Frémont, John
    Sutter's Fort and, 2/28:23
    U.S.-Mexican War and, 2/26:09

G

Garfias, General Luis
    on Treaty of Guadalupe Hidalgo, 4/38:38
    on U.S.-Mexican War, Santa Anna and, 3/35:37; 3/51:22
    on U.S.-Mexican War, women and, 3/18:24
González, Miguel
    on U.S.-Mexican War, background to, 1/11:01
    on U.S.-Mexican War, General, 3/14:56
    on U.S.-Mexican War, legacy of, 4/46:34
Grant, Ulysses S.
    U.S.-Mexican War and, 4/47:56
    U.S.-Mexican War, at Matamoros, 1/39:02
    U.S.-Mexican War, General and, 1/05:00; 1/30:32; 1/33:28; 2/37:19; 2/42:35

H

Haynes, Sam
    on Polk, James K., 1/20:44
Herrera, José Joaquín
    Paredes, General Mariano and, 1/27:33
    resigns, 1/27:33
    U.S.-Mexican War and, 1/24:10; 1/26:46
Houston, Sam
    The Alamo and, 1/13:40

I

Iglesias, José María
    U.S.-Mexican War, writings on, 1/35:27; 1/40:35; 1/43:00

J

Jackson, Andrew
    Polk, James K. and, 1/21:01
Jackson, Thomas "Stonewall"
    U.S.-Mexican War, General and, 1/05:00
Johannsen, Robert

- on Manifest Destiny, 1/22:16
- on U.S.-Mexican War, background to, 1/06:45
- on U.S.-Mexican War, General, 1/50:06
- on U.S.-Mexican War, legacy of, 4/47:22
- on U.S.-Mexican War, occupation of Puebla, 3/46:15
- on U.S.-Mexican War, recruitment for, 1/48:02

Juárez, Benito
- War of the Reform and, 4/45:59

K

Kearny, Stephen W.
- Battle at San Pasqual, 2/34:16
- enters New Mexico, 2/11:19
- meets with Pueblo Indians, 2/14:31
- moves toward California, 2/20:44
- occupies Santa Fe, 2/13:15
- ordered to occupy Mexico, 2/03:31
- reaches Bent's Fort, 2/10:06
- reaches San Diego, 2/34:16
- U.S.-Mexican War, General and, 2/03:31

L

Lee, Robert E.
- U.S.-Mexican War and, 3/29:17; 3/36:04; 4/06:54; 4/47:56
- U.S.-Mexican War, General and, 1/05:00

Lombardini, Manuel María
- Battle at Buena Vista, 3/20:53

M

Manifest Destiny
- Edmunds, David on, 1/21:30
- Johannsen, Robert on, 1/22:16
- Pletcher, David on, 1/21:55
- Treaty of Guadalupe Hidalgo and, 4/37:57
- U.S.-Mexican War and, 1/21:30; 4/37:57

Mares, Tony
    on U.S.-Mexican War, General, 2/07:52
Martinez, Antonio José
    U.S.-Mexican War and, 2/17:54; 2/19:47
Mexico
    independence from Spain, 1/08:31
    The Alamo and, 1/12:00
    U.S.-Mexican War and, 1/00:40; 2/02:10
Morales, Juan
    Battle at Veracruz and, 3/28:02

N

Native Americans
    U.S.-Mexican War and, 2/05:55; 2/14:31; 2/22:07; 4/49:16
    Weber, David on, 2/06:29

P

Padilla, Genaro
    on Vallejo, Mariano Guadalupe, 2/27:58
Paredes, General Mariano
    becomes President of Mexico, 1/27:44
    forces Herrera to resign, 1/27:33
Peak, Jefferson
    U.S.-Mexican War, writings on, 1/35:27; 1/40:35; 1/43:00
Peck, John
    U.S.-Mexican War, writings on, 3/12:41; 3/47:08; 4/10:16
Pedraza, Manuel Gómez
    U.S.-Mexican War, writings on, 4/08:27
Peña y Peña, Manuel de la
    becomes President of Mexico, 4/30:08
    orders court-martial of Santa Anna, 4/30:08
    Treaty of Guadalupe Hidalgo and, 4/32:29; 4/38:18; 4/39:07
Pletcher, David
    on Manifest Destiny, 1/21:55
    on Trist, Nicholas, 3/48:35
    on U.S.-Mexican War, background to, 1/26:24; 1/46:41

on U.S.-Mexican War, legacy of, 4/48:44
on U.S.-Mexican War, Santa Anna and, 3/03:40; 3/50:54
Polk, James K.
declares war against Mexico, 2/02:10
drafts war message, 1/44:32
Haynes, Sam on, 1/20:44
inauguration of, 1/19:57
Jackson, Andrew and, 1/21:01
orders troops to Texas coast, 1/23:42
personality of, 1/20:22
Santa Anna, General Antonio López de and, 3/03:04
sends diplomat to Scott's army, 3/47:37
Treaty of Guadalupe Hidalgo and, 4/36:42
U.S.-Mexican War and, 1/19:30; 1/22:27; 1/23:42; 2/02:10; 2/38:05; 2/50:40
U.S.-Mexican War, General and, 3/03:04; 4/42:15
U.S.-Mexican War, opposition to, 3/41:17
Prescott, William
'History of the Conquest of Mexico', 4/01:25; 4/01:25
Prieto, Guillermo
U.S.-Mexican War, writings on, 1/03:20; 2/35:19; 2/43:37; 3/24:37; 4/04:53; 4/14:39; 4/22:44; 4/24:18; 4/29:18; 4/45:11

R

Ramírez, José Fernando
U.S.-Mexican War, writings on, 1/24:49; 3/32:09; 4/13:56; 4/20:47
Recio, Carlos
on U.S.-Mexican War, Battle at Buena Vista, 3/19:23; 3/22:29
on U.S.-Mexican War, Saltillo and, 3/12:14
Ringgold, Samuel
Battle of Palo Alto and, 1/39:29
death of, 1/41:09
U.S.-Mexican War, General and, 1/32:24

S

- Santa Anna, General Antonio López de
  - Battle at Veracruz and, 3/10:02
  - Battle at Buena Vista, 3/18:43; 3/23:45
  - Battle at Cerro Gordo, 3/33:58
  - Battle for Mexico City and, 4/04:20; 4/21:09
  - becomes President, 1853, 4/43:33
  - captured, 1/16:46
  - Chapultepec Castle and, 4/21:09
  - farewell message, 4/30:38
  - flees to Jamaica, 4/30:08
  - Garfias, General Luis on, 3/35:37; 3/51:22
  - later years, 4/43:33
  - opposition to, 3/50:29
  - proposal to Polk, 3/03:04
  - proposes a truce, 4/13:10
  - re-elected President, 3/05:50
  - rebuilds army, 4/04:20
  - resigns after surrender, 4/30:08
  - returns from exile, 3/04:22
  - Soto, Miguel on, 4/44:26
  - surrenders, 4/27:44
  - The Alamo and, 1/14:30; 1/18:33
  - U.S.-Mexican War, General and, 3/02:00; 3/33:08
  - Valencia, Gabriel and, 4/06:33
  - Vázquez, Josefina on, 3/02:33; 3/39:59
- Scott, Winfield
  - Battle at Cerro Gordo, 3/36:04
  - Battle at Veracruz and, 3/26:55
  - Battle for Mexico City, 4/01:59; 4/18:04
  - Battle for Molino del Rey, 4/18:04
  - Battle from Contreras to Churubusco, 4/06:33
  - Chapultepec Castle and, 4/21:09
  - cuts supply lines, 3/52:26
  - Eisenhower, John on, 3/07:04
  - marches toward capital, 3/32:40; 3/53:28

  occupation of Puebla de Los Angeles and, 3/45:21
  plans invasion of Veracruz, 3/08:20
  Polk, James K. and, 3/07:32
  Santa Anna's proposed truce and, 4/13:10
  Santa Anna's surrender and, 4/28:18
  Trist, Nicholas and, 3/47:37; 3/51:46
  U.S.-Mexican War, General and, 3/06:15; 3/26:55
Slaves and Slavery
  U.S.-Mexican War and, 1/46:14; 3/42:06
Slidell, John
  U.S.-Mexican War and, 1/25:01
Smith, Kirby
  U.S.-Mexican War, writings on, 4/03:03; 4/09:31; 4/10:00; 4/18:50
Soto, Miguel
  on Polkos Rebellion, 3/26:31
  on Santa Anna, General Antonio López de, 4/44:26
  on U.S.-Mexican War, after surrender, 4/29:37
  on U.S.-Mexican war, legacy of, 4/53:00
  on U.S.-Mexican War, proposed truce, 4/15:58

T

Taylor, Zachary
  at Camargo, 2/39:07
  at Matamoros, 1/34:10
  Battle at Monterrey, 2/41:14
  Battle of Palo Alto and, 1/39:29
  becomes President, 4/43:02
  dispatch to Polk, 1/38:05
  occupation of Saltillo and, 3/08:59; 3/15:27
  personality of, 1/30:32
  takes position on Río Grande, 1/34:10
  U.S. Mexican War, General and, 1/30:32; 2/03:06; 2/37:52
Texas
  The Alamo and, 1/12:00
The Alamo
  Houston, Sam and, 1/13:40
The Press

  - U.S.-Mexican War and, 1/04:36; 1/47:23
- Thoreau, Henry David
  - U.S.-Mexican War, opposition to, 3/42:46
- Tornel y Mendivil, José María
  - writings on The Alamo, 1/7:45
  - Santa Anna, General Antonio López de and, 1/14:30
  - U.S.-Mexican War and, 1/12:00
  - Vázquez, Josefina on, 1/13:22
- Trist, Nicholas
  - begins negotiations, 4/15:27
  - breaks of talks, 4/16:16
  - Pletcher, David on, 3/48:25
  - Scott, Winfield and, 3/47:37; 3/51:46
  - sent as diplomat, 3/47:37
  - Treaty of Guadalupe Hidalgo and, 4/31:23
- Truman, Harry S.
  - visits Mexico City, 4/52:20

U

- U.S.-Mexican War
  - Alamo, the and, 1/12:00
  - Almonte, Juan and, 1/23:13
  - Ampudia, Pedro de and, 2/42:59
  - Arista, Mariano and, 1/37:09; 1/39:29
  - Armijo, Manuel and, 2/06:42; 2/08:31; 2/11:52
  - Army of the West, 2/02:10
  - background to, 1/00:40
  - Balbontín, Manuel, writings on, 3/17:50
  - Barbour, Philip and, 2/41:15; 2/44:56; 2/52:19
  - Battle at Buena Vista, 3/17:21
  - Battle at Cerro Gordo, 3/33:58
  - Battle at Los Angeles, 2/34:56
  - Battle at Monterrey, 2/41:15
  - Battle at San Pasqual, 2/34:16
  - Battle at Taos Pueblo, 2/17:54
  - Battle at Veracruz, 3/08:20; 3/25:00
  - Battle for Mexico City, 4/18:04
  - Battle for Molino del Rey, 4/18:04

Battle from Contreras to Churubusco, 4/06:33
Bent, Charles and, 2/08:31; 2/15:52
Bent's Fort and, 2/10:06
Bravo, Nicolás and, 4/22:09
California and, 2/24:40
Cano, Juan and, 4/10:52; 4/23:14
capture of Mexico City, 4/01:59
Camargo and, 2/39:07
Carson, Kit and, 2/21:05
Castañeda, Antonia on, 4/35:00; 4/50:30; 4/51:48
casualties, 1/43:18; 2/39:53; 3/17:21; 3/31:09; 4/08:27; 4/12:21; 4/20:01; 4/25:45
Cavazos, Israel on, 2/49:49; 4/41:47
Chamberlain, Sam and, 3/13:25; 3/15:27; 3/20:21
Chapultepec Castle and, 4/21:09
Corpus Christi and, 1/29:12
crossing of Río Grande, 1/34:10
Dana, Napoleon, writings on, 1/28:12; 1/32:53; 1/36:03; 1/43:45; 2/47:27
Davis, Jefferson and, 3/21:18
Deertrack, Richard on, 2/14:50
DePalo, William on, 4/05:51
deserters, 4/11:20
disease and, 2/39:53; 3/17:21
Douglass, Frederick opposes, 3/42:06
Edmunds, David on, 2/16:13; 2/22:21; 2/23:30
Eisenhower, John on, 1/29:54; 1/31:47; 3/07:04; 3/19:23; 3/22:29; 3/27:32; 3/35:00; 3/36:50; 3/39:23; 4/11:37; 4/13:40; 4/27:04; 4/41:10
Emory, William, writings on, 2/05:04; 2/15:18; 2/20:44; 2/21:51; 2/23:10
Escutia, Juan and, 4/26:14
Falcón, Perfecto, writings on, 4/04:02; 4/10:32; 4/12:45
Farías, Valentín Gómez and, 3/25:31
Fort Texas Built, 1/35:45
Frémont, John and, 2/26:09; 2/28:23
funds appropriated for, 1/44:32
Garfias, General Luis on, 3/18:24; 3/35:37; 3/51:22; 4/38:38

U.S.-Mexican War [cont.]
  González, Miguel on, 1/11:01; 3/14:56; 4/46:34
  Grant, Ulysses S. and, 1/05:00; 1/30:32; 1/33:28; 2/37:19; 2/42:35; 4/47:56
  Herrera, José Joaquín and, 1/24:10; 1/26:46
  Iglesias, José María, writings on, 1/35:27; 1/40:35, 1/43:00
  Jackson, Thomas "Stonewall" and, 1/05:00
  Johannsen, Robert on, 1/06:45; 1/48:02; 1/50:06; 3/46:15; 4/47:22
  Kearney, Stephen and, 2/03:31; 2/10:06; 2/20:44; 2/34:16
  Lee, Robert E. and, 1/05:00; 3/29:17; 3/36:04; 4/06:54; 4/47:56
  Lombardini, Manuel María and, 3/20:53
  Manifest Destiny and, 1/21:30; 4/37:57
  march from Puebla, 4/00:40
  Mares, Tony on, 2/07:52
  Martinez, Antonio José and, 2/17:54; 2/19:47
  Matamoros and, 1/33:28
  Mexican Army and, 1/36:27
  Mexico issues Call to Arms, 1/53:21
  Morales, Juan and, 3/28:02
  Native Americans and, 2/05:55; 2/14:31; 2/22:07; 4/49:16
  New Mexico and, 2/05:47
  New Mexico, revolt in, 2/15:52
  occupation of Puebla, 3/44:00
  occupation of Saltillo, 3/11:39
  opposition to, 3/41:17
  Paredes, General Mariano and, 1/27:33
  Peak, Jefferson, writings on, 1/51:24
  Peck, John, writings on, 3/12:41; 3/47:09; 4/10:16
  Pedraza, Manuel Gómez, writings on, 4/08:27
  Peña y Peña, Manuel de la and, 4/30:08; 4/32:29; 4/38:18; 4/39:07
  piano music and, 1/49:30
  Pletcher, David on, 1/26:24; 1/46:41; 3/03:04; 3/48:25; 3/50:54; 4/48:44
  Polk, James K. and, 1/19:30; 1/22:27; 1/23:42; 1/33:28; 1/44:32; 2/02:10; 2/38:05; 2/50:40; 3/03:04; 3/41:17;

3/47:37; 4/36:42; 4/42:15
Polkos Rebellion, 3/25:31
press coverage and, 1/04:36; 1/47:23
Prieto, Guillermo and, 1/03:20
Prieto, Guillermo, writings on, 2/35:19; 2/43:37; 3/24:37; 4/04:53; 4/14:39; 4/22:44; 4/24:18; 4/29:18; 4/45:11
Ramírez, José Fernando and, 1/24:49
Ramírez, José Fernando, writings on, 3/32:09; 4/13:56; 4/20:47
Recio, Carlos on, 3/12:14; 3/23:14
recruitment for, 1/47:23
Ringgold, Samuel and, 1/32:24; 1/39:29
San Patricio Battalion, 4/11:21
Santa Anna, General Antonio López de and, 3/02:00; 3/18:43; 3/23:45; 3/33:08; 3/33:58; 3/38:09; 3/50:29; 4/04:20; 4/27:18; 4/30:08
Santa Fe occupied, 2/13:15
Santa Fe Trail and, 2/07:41
Scott, Winfield and, 3/06:15; 3/26:55; 3/32:40; 3/36:04; 3/45:21; 3/51:46; 3/52:26; 4/01:59; 4/13:10; 4/18:04
slavery and, 1/46:14; 3/42:06
Slidell, John and, 1/25:01
Sloat, John D. and, 2/32:56
Smith, Kirby, writings on, 4/03:03; 4/09:31; 4/10:00; 4/18:50
soldiers in, 1/02:10
Soto, Miguel on, 3/26:31; 4/15:58; 4/29:37; 4/53:00
surrender, 4/27:18
Sutter's Fort and, 2/28:23
Taylor, Zachary and, 1/30:32; 1/34:10; 1/39:29; 2/03:06; 2/37:52; 2/41:15; 3/08:59; 3/15:27
Thoreau, Henry David opposes, 3/42:46
Treaty of Guadalupe Hidalgo, 4/31:23
Trist, Nicholas and, 3/47:37; 3/51:46; 4/15:27; 4/31:23
U.S. troops ordered to Texas coast, 1/23:42
Velasco-Márquez, Jesús on, 1/04:13; 1/07:40; 1/09:04; 1/37:47; 1/52:31; 2/07:11; 4/17:19; 4/27:44; 4/32:43; 4/45:32
Valencia, Gabriel and, 4/06:33

- U.S.-Mexican War [cont.]
  - Vallejo, Mariano Guadalupe and, 2/24:40; 2/28:23; 2/35:34
  - Vázquez, Josefina on, 1/25:54; 3/02:33; 3/05:21; 3/39:59; 4/34:10; 4/40:43; 4/53:56
  - Vigil y Alarid, Juan Bautista and, 2/14:12
  - volunteers, 2/37:52
  - vote to annex Mexico, 1/22:51
  - war declared, 2/02:10
  - Weber, David on, 2/06:29; 2/09:20; 2/13:00
  - Worth, William and, 2/44:10; 4/21:56

V

- Valencia, Gabriel
  - Battle from Contreras to Churubusco and, 4/06:54
  - Santa Anna, General Antonio López de and, 4/06:33
- Vallejo, Mariano Guadalupe
  - argues for alliance with the U.S., 2/28:23
  - arrested, 2/29:47
  - loses fortune, 4/51:04
  - Padilla, Genaro on, 2/27:58
  - taken prisoner, 2/32:10
  - U.S.-Mexican War, General and, 2/24:40; 2/35:34
- Vallejo, Salvador
  - Vallejo, Mariano Guadalupe, writings on, 2/32:29
- Vázquez, Josefina
  - on Santa Anna, General Antonio López de, 3/02:33
  - on The Alamo, 1/13:22
  - on Treaty of Guadalupe Hidalgo, 4/34:10; 4/40:43
  - on U.S.-Mexican War, background to, 1/25:54
  - on U.S.-Mexican War, General, 3/02:33
  - on U.S.-Mexican War, legacy of, 4/53:56
- Velasco-Márquez, Jesús
  - on Treaty of Guadalupe Hidalgo, 4/32:43
  - on U.S.-Mexican War, background to, 1/04:13; 1/07:40; 1/09:04; 1/52:31
  - on U.S.-Mexican War, General, 2/07:11
  - on U.S.-Mexican War, legacy of, 4/45:32

    on U.S.-Mexican War, proposed truce, 4/17:19
    on U.S.-Mexican War, Río Grande and, 1/34:47
    on U.S.-Mexican War, Santa Anna's surrender, 4/27:44

W

War of the Reform
    Juárez, Benito and, 4/45:59
Weber, David
    on U.S.-Mexican War, General, 2/09:20
    on U.S.-Mexican War, Native Americans and, 2/06:29
    on U.S.-Mexican War, New Mexico and, 2/13:00
Whitman, Walt
    writings of, 1/48:34; 1/48:34
Worth, William
    Battle at Monterrey and, 2/44:10
    Battle for Mexico City and, 4/21:56

Z

Zozaya, José Manuel
    writings on U.S.-Mexican War, 1/11:23

EVENTS

A

Almonte, Juan
    break diplomatic relations with U.S., 1/23:13
Armijo, Manuel
    orders New Mexicans to disband, 2/12:19

B

Barbour, Philip
    death of, 2/46:18
Bear Flag Revolt ; 2/29:47
Bent, Charles
    appointed territorial governor, 2/15:52
    attacked, 2/16:35

D

Douglass, Frederick
    U.S.-Mexican War, opposition to, 3/42:06

F

Farías, Valentin Gómez
    revolt against, 3/25:31

H

Herrera, José Joaquin
    resigns, 1/27:33

J

Juárez, Benito
    War of the Reform and, 4/45:59

K

Kearny, Stephen
    Battle at San Pasqual, 2/34:16
    enters New Mexico, 2/11:19
    meets with Pueblo Indians, 2/14:31
    moves toward California, 2/20:44
    occupies Santa Fe, 2/13:15
    ordered to occupy Mexico, 2/03:31
    reaches Fort Bent, 2/10:06
    reaches San Diego, 2/34:16

M

Mexico
    independence from Spain, 1/08:31

P

Paredes, Mariano
    becomes President of Mexico, 1/27:44
    forces Herrera to resign, 1/27:33
Peña y Peña, Manuel de la
    become President of Mexico, 4/30:08
    orders court martial of Santa Anna, 4/30:08
    Treaty of Guadalupe Hidalgo and, 4/32:29; 4/38:18; 4/39:07
Polk, James K.
    declares war against Mexico, 2/02:10
    drafts war message, 1/44:32
    inauguration of, 1/19:57
    orders troops to Texas coast, 1/23:42
    Santa Anna, General Antonio López de and, 3/03:04
    sends diplomat to Scott's army, 3/47:37
    Treaty of Guadalupe Hidalgo and, 4/36:42
    U.S.-Mexican War, opposition to, 3/41:17

R

- Ringgold, Samuel
  - Battle of Palo Alto and, 1/39:29
  - death of, 1/41:09

S

- Santa Anna, General Antonio López de
  - Battle at Veracruz and, 3/10:02
  - Battle at Buena Vista, 3/18:43; 3/23:45
  - Battle at Cerro Gordo, 3/33:58
  - Battle for Mexico City and, 4/04:20; 4/21:09
  - becomes President, 1853, 4/43:33
  - captured at San Jacinto, 1/16:46
  - Chapultepec Castle and, 4/21:09
  - farewell message, 4/30:38
  - flees to Jamaica, 4/30:08
  - later years, 4/43:33
  - opposition to, 3/50:29
  - proposal to Polk, 3/03:04
  - proposes a truce, 4/13:10
  - re-elected President, 3/05:50
  - rebuilds army, 4/04:20
  - resigns after surrender, 4/30:08
  - returns from exile, 3/04:22
  - surrenders, 4/27:44
  - The Alamo and, 1/14:30; 1/18:33
  - Valencia, Gabriel and, 4/06:33
- Scott, Winfield
  - Battle at Cerro Gordo, 3/36:04
  - Battle at Veracruz and, 3/26:55
  - Battle for Mexico City, 4/01:59; 4/18:04
  - Battle for Molino del Rey, 4/18:04
  - Battle from Contreras to Churubsco, 4/06:33
  - Chapultepec Castle and, 4/21:09
  - cuts supply lines, 3/52:26
  - marches toward capital, 3/32:40; 3/53:28
  - occupation of Puebla de Los Angeles and, 3/45:21

plans invasion of Veracruz, 3/08:20
Santa Anna's proposed truce and, 4/13:10
Santa Anna's surrender and, 4/28:18
Slidell, John
Chosen as U.S. diplomatic representative to Mexico; 1/25:01

T

Taylor, Zachary
at Camargo, 2/39:07
at Matamoros, 1/34:10
Battle at Monterrey, 2/41:14
Battles of Palo Alto and Resaca de la Palma and, 1/39:29
becomes President, 4/43:02
dispatch to Polk, 1/38:05
occupation of Saltillo and, 3/08:59; 3/15:27
takes position on Río Grande, 1/34:10
Texas
The Alamo and, 1/12:00
Thoreau, Henry David
U.S.-Mexican War, opposition to, 3/42:46
Trist, Nicholas
begins negotiations, 4/15:27
breaks off talks, 4/16:16
sent as diplomat, 3/47:37
Treaty of Guadalupe Hidalgo and, 4/31:23
Truman, Harry S.
visits Mexico City, 4/52:20

U

U.S.-Mexican War
Alamo, the and, 1/12:00
Battle at Buena Vista, 3/17:21
Battle at Cerro Gordo, 3/33:58
Battle at Los Angeles, 2/34:56
Battle at Monterrey, 2/41:15
Battle at San Pasqual, 2/34:16

U.S.-Mexican War [cont.]
  Battle at Taos Pueblo, 2/17:54
  Battle at Veracruz, 3/08:20; 3/25:00
  Battle for Mexico City, 4/18:04
  Battle for Molino del Rey, 4/18:04
  Battle from Contreras to Churubsco, 4/06:33
  capture of Mexico City, 4/01:59
  casualties, 1/43:18; 2/39:53; 3/17:21; 3/31:09; 4/08:27; 4/12:21; 4/20:01; 4/25:45
  Chapultepec Castle and, 4/21:09
  Corpus Christi and, 1/29:12
  crossing of Río Grande, 1/34:10
  Fort Texas Built, 1/35:45
  funds appropriated for, 1/44:32
  march from Puebla, 4/00:40
  Mexico issues Call to Arms, 1/53:21
  New Mexico, revolt in, 2/15:52
  occupation of Puebla, 3/44:00
  occupation of Saltillo, 3/11:39
  opposition to, 3/41:17
  Peña y Peña, Manuel de la and, 4/30:08; 4/32:29; 4/38:18; 4/39:07
  Polkos Rebellion, 3/25:31
  recruitment for, 1/47:23
  San Patricio Battalion, 4/11:21
  Santa Fe occupied, 2/13:15
  Santa Fe Trail and, 2/07:41
  Sloat, John D., arrival in California and 2/32:56
  surrender, 4/27:18
  Thoreau, Henry David opposes, 3/42:46
  Treaty of Guadalupe Hidalgo, 4/31:23
  U.S. troops ordered to Texas coast, 1/23:42
  vote to annex Mexico, 1/22:51
  war declared, 2/02:10

V

Valencia, Gabriel
    Battle from Contreras to Churubsco and, 4/06:54
    Santa Anna, General Antonio López de and, 4/06:33
Vallejo, Mariano Guadalupe
    argues for alliance with the U.S., 2/28:23
    arrested, 2/29:47
    loses fortune, 4/51:04
    taken prisoner, 2/32:10
    U.S.-Mexican War, general and, 2/24:40; 2/35:34

W

War of the Reform
    Juárez, Benito and, 4/45:59
Worth, William
    Battle at Monterrey and, 2/44:10
    Battle for Mexico City and, 4/21:56

MEDIA, ARTS AND CULTURE

Emerson, Ralph Waldo
    writings of, 1/05:25
Prescott, William
    'History of the Conquest of Mexico', 4/01:25
The Press
    U.S.-Mexican War and, 1/04:36; 1/47:23
Sheet Music; 1/49:30
Thoreau, Henry David; 3/42:46
Whitman, Walt
    writings of, 1/48:34

336

PEOPLE

A

Almonte, Juan
    breaks diplomatic relations with U.S., 1/23:13
Ampudia, Pedro de
    Battle at Monterrey and, 2/42:59
Arista, Mariano
    at Matamoros, 1/37:09
    Battle of Palo Alto and, 1/39:29
Armijo, Manuel
    orders New Mexicans to disband, 2/12:19
    U.S.-Mexican War and, 2/06:42; 2/08:31; 2/11:52

B

Balbontín, Manuel
    U.S.-Mexican War, writings on, 3/17:21
Barbour, Philip
    death of, 2/46:18
    U.S.-Mexican War and, 2/41:15; 2/52:19
    U.S.-Mexican War, writings on, 2/41:42; 2/44:56
Bent, Charles
    appointed territorial governor, 2/15:52
    attacked, 2/16:35
    U.S.-Mexican War and, 2/08:31
Bravo, Nicolás
    Battle for Mexico City and, 4/22:09
    Chapultepec Castle and, 4/22:09
Buchanan, James
    Treaty of Guadalupe Hidalgo and, 4/31:23

C

Calhoun, John C.
    Treaty of Guadalupe Hidalgo and, 4/37:31

Cano, Juan
    Battle for Mexico City and, 4/23:14
    Battle from Contreras to Churubusco and, 4/10:52
    Chapultepec Castle and, 4/23:14
Carson, Kit
    U.S.-Mexican War and, 2/21:05
Castañeda, Antonia
    on Treaty of Guadalupe Hidalgo, 4/35:00
    on U.S.-Mexican War, legacy of, 4/50:30; 4/51:48
Cavazos, Israel
    on U.S.-Mexican War, Battle at Monterrey, 2/49:49
    on U.S.-Mexican War, legacy of, 4/41:47
Chamberlain, Sam
    Battle at Buena Vista and, 3/17:21
    Occupation of Saltillo and, 3/13:25; 3/15:27
    personality of, 3/13:25

D

Dana, Napoleon
    U.S.-Mexican War, writings on, 1/28:12; 1/32:53; 1/36:03; 1/43:45; 2/47:27
Davis, Jefferson
    U.S.-Mexican War, Battle at Buena Vista and, 3/21:18
Deertrack, Richard
    on U.S.-Mexican War, Native Americans and, 2/14:50
DePalo, William
    on U.S.-Mexican War, capture of Mexico City, 4/05:51
Douglass, Frederick
    U.S.-Mexican War, opposition to, 3/42:06

E

Edmunds, David
    on Manifest Destiny, 1/21:30
    on U.S.-Mexican War, Native Americans and, 2/22:21; 2/23:30
    on U.S.-Mexican War, New Mexico and, 2/16:13

Eisenhower, John
  on Scott, Winfield, 3/07:04; 3/27:32
  on U.S-Mexican War, Battle at Cerro Gordo, 3/35:00; 3/36:50; 3/39:23
  on U.S.-Mexican War, 1/29:54; 1/31:47
  on U.S.-Mexican War, Battle at Buena Vista, 3/19:23; 3/22:29
  on U.S.-Mexican War, Battle at Veracruz, 3/27:32
  on U.S.-Mexican War, Chapultepec Castle, 4/27:04
  on U.S.-Mexican War, legacy of, 4/41:10
  on U.S.-Mexican War, proposed truce, 4/13:40
  on U.S.-Mexican War, San Patricio Battalion, 4/11:37
Emerson, Ralph Waldo
  writings of, 1/05:25
Emory, William
  U.S.-Mexican War, Lieutenant and, 2/05:04
  U.S.-Mexican War, writings on, 2/05:24; 2/15:18; 2/20:44; 2/21:51; 2/23:10
Escutia, Juan
  Chapultepec Castle and, 4/26:14

F

Falcón, Perfecto
  U.S.-Mexican War, writings on, 4/04:02; 4/10:32; 4/12:45
Farías, Valentín Gómez
  revolt against, 3/25:31
Frémont, John
  Sutter's Fort and, 2/28:23
  U.S.-Mexican War and, 2/26:09

G

Garfias, General Luis
  on Treaty of Guadalupe Hidalgo, 4/38:38
  on U.S.-Mexican War, Santa Anna and, 3/35:37; 3/51:22
  on U.S.-Mexican War, women and, 3/18:24
González, Miguel
  on U.S.-Mexican War, background to, 1/11:01

- on U.S.-Mexican War, General, 3/14:56
- on U.S.-Mexican War, legacy of, 4/46:34

Grant, Ulysses S.
- U.S.-Mexican War and, 4/47:56
- U.S.-Mexican War, at Matamoros, 1/39:02
- U.S.-Mexican War, General and, 1/05:00; 1/30:32; 1/33:28; 2/37:19; 2/42:35

H

Haynes, Sam
- on Polk, James K., 1/20:44

Herrera, José Joaquín
- Paredes, General Mariano, and, 1/27:33
- resigns, 1/27:33
- U.S.-Mexican War and, 1/24:10; 1/26:46

Houston, Sam
- The Alamo and, 1/13:40

I

Iglesias, José María
- U.S.-Mexican War, writings on, 1/35:27; 1/40:35; 1/43:00

J

Jackson, Andrew
- Polk, James K. and, 1/21:01

Jackson, Thomas "Stonewall"
- U.S.-Mexican War, General and, 1/05:00

Johannsen, Robert
- on Manifest Destiny, 1/22:16
- on U.S.-Mexican War, background to, 1/06:45
- on U.S.-Mexican War, General, 1/50:06
- on U.S.-Mexican War, legacy of, 4/47:22
- on U.S.-Mexican War, occupation of Puebla, 3/46:15
- on U.S.-Mexican War, recruitment for, 1/48:02

Juárez, Benito
- War of the Reform and, 4/45:59

K

Kearny, Stephen W.
    Battle at San Pasqual, 2/34:16
    enters New Mexico, 2/11:19
    meets with Pueblo Indians, 2/14:31
    moves toward California, 2/20:44
    occupies Santa Fe, 2/13:15
    ordered to occupy Mexico, 2/03:31
    reaches Fort Bent, 2/10:06
    reaches San Diego, 2/34:16
    U.S.-Mexican War, General and, 2/03:31

L

Lee, Robert E.
    U.S.-Mexican War and, 3/29:17; 3/36:04; 4/06:54; 4/47:56
    U.S.-Mexican War, General and, 1/05:00
Lombardini, Manuel María
    Battle at Buena Vista, 3/20:53

M

Mares, Tony
    on U.S.-Mexican War, General, 2/07:52
Martinez, Antonio José
    U.S.-Mexican War and, 2/17:54; 2/19:47
Mendivil, José María Tornel y
    writing on The Alamo, 1/17:45
Morales, Juan
    Battle at Veracruz and, 3/28:02

P

Padilla, Genaro
    on Vallejo, Mariano Guadalupe, 2/27:58
Paredes, General Mariano
    becomes President of Mexico, 1/27:44
    forces Herrera to resign, 1/27:33

Peak, Jefferson
    U.S.-Mexican War, writings on, 1/35:27; 1/40:35; 1/43:00
Peck, John
    U.S.-Mexican War, writings on, 3/12:41; 3/47:08; 4/10:16
Pedraza, Manuel Gómez
    U.S.-Mexican War, writings on, 4/08:27
Peña y Peña, Manuel de la
    become President of Mexico, 4/30:08
    orders court martial of Santa Anna, 4/30:08
    Treaty of Guadalupe Hidalgo and, 4/32:29; 4/38:18; 4/39:07
Pletcher, David
    on Manifest Destiny, 1/21:55
    on Trist, Nicholas, 3/48:35
    on U.S.-Mexican War, background to, 1/26:24; 1/46:41
    on U.S.-Mexican War, legacy of, 4/48:44
    on U.S.-Mexican War, Santa Anna and, 3/03:40; 3/50:54
Polk, James K.
    declares war against Mexico, 2/02:10
    drafts war message, 1/44:32
    Haynes, Sam on, 1/20:44
    inauguration of, 1/19:57
    Jackson, Andrew and, 1/21:01
    orders troops to Texas coast, 1/23:42
    personality of, 1/20:22
    Santa Anna, General Antonio López de and, 3/03:04
    sends diplomat to Scott's army, 3/47:37
    Treaty of Guadalupe Hidalgo and, 4/36:42
    U.S.-Mexican War and, 1/19:30; 1/22:27; 1/23:42; 2/02:10; 2/38:05; 2/50:40
    U.S.-Mexican War, General and, 3/03:04; 4/42:15
    U.S.-Mexican War, opposition to, 3/41:17
Prescott, William
    'History of the Conquest of Mexico', 4/01:25
Prieto, Guillermo
    U.S.-Mexican War, writings on, 1/03:20; 2/35:19; 2/43:37; 3/24:37; 4/04:53; 4/14:39; 4/22:44; 4/24:18; 4/29:18; 4/45:11

R

Ramírez, José Fernando
  U.S.-Mexican War, writings on, 1/24:49; 3/32:09; 4/13:56; 4/20:47
Recio, Carlos
  on U.S.-Mexican War, Battle at Buena Vista, 3/19:23; 3/22:29
  on U.S.-Mexican War, Saltillo and, 3/12:14
Ringgold, Samuel
  Battle of Palo Alto and, 1/39:29
  death of, 1/41:09
  U.S.-Mexican War, General and, 1/32:24

S

Santa Anna, General Antonio López de
  Battle and Veracruz and, 3/10:02
  Battle at Buena Vista, 3/18:43; 3/23:45
  Battle at Cerro Gordo, 3/33:58
  Battle for Mexico City and, 4/04:20; 4/21:09
  becomes President, 1853, 4/43:33
  captured, 1/16:46
  Chapultepec Castle and, 4/21:09
  farewell message, 4/30:38
  flees to Jamaica, 4/30:08
  Garfias, General Luis on, 3/35:37; 3/51:22
  later years, 4/43:33
  opposition to, 3/50:29
  proposal to Polk, 3/03:04
  proposes a truce, 4/13:10
  re-elected President, 3/05:50
  rebuilds army, 4/04:20
  resigns after surrender, 4/30:08
  returns from exile, 3/04:22
  Soto, Miguel on, 4/44:26
  surrenders, 4/27:44
  The Alamo and, 1/14:30; 1/18:33
  U.S.-Mexican War, General and, 3/02:00; 3/33:08

  Valencia, Gabriel and, 4/06:33
  Vázquez, Josefina on, 3/02:33; 3/39:59
Scott, Winfield
  Battle at Cerro Gordo, 3/36:04
  Battle at Veracruz and, 3/26:55
  Battle for Mexico City, 4/01:59; 4/18:04
  Battle for Molino del Rey, 4/18:04
  Battle from Contreras to Churubusco, 4/06:33
  Chapultepec Castle and, 4/21:09
  cuts supply lines, 3/52:26
  Eisenhower, John on, 3/07:04
  marches toward capital, 3/32:40; 3/53:28
  occupation of Puebla de Los Angeles and, 3/45:21
  plans invasion of Veracruz, 3/08:20
  Polk, James K. and, 3/07:32
  Santa Anna's proposed truce and, 4/13:10
  Santa Anna's surrender and, 4/28:18
  Trist, Nicholas and, 3/47:37; 3/51:46
  U.S.-Mexican War, General and, 3/06:15; 3/26:55
Slidell, John
  U.S.-Mexican War and, 1/25:01
Smith, Kirby
  U.S.-Mexican War, writings on, 4/03:03; 4/09:31; 4/10:00; 4/18:50
Soto, Miguel
  on Polkos Rebellion, 3/26:31
  on Santa Anna, General Antonio López de, 4/44:26
  on U.S.-Mexican War, after surrender, 4/29:37
  on U.S.-Mexican war, legacy of, 4/53:00
  on U.S.-Mexican War, proposed truce, 4/15:58

T

Taylor, Zachary
  at Camargo, 2/39:07
  at Matamoros, 1/34:10
  Battle at Monterrey, 2/41:14
  Battle of Palo Alto and, 1/39:29
  becomes President, 4/43:02

  dispatch to Polk, 1/38:05
  Occupation of Saltillo and, 3/08:59; 3/15:27
  personality of, 1/30:32
  takes position on Río Grande, 1/34:10
  U.S. Mexican War, General and, 1/30:32
  U.S.-Mexican War, General and, 2/03:06; 2/37:52
Thoreau, Henry David
  U.S.-Mexican War, opposition to, 3/42:46
Trist, Nicholas
  begins negotiations, 4/15:27
  breaks off talks, 4/16:16
  Pletcher, David on, 3/48:25
  Scott, Winfield and, 3/47:37; 3/51:46
  sent as diplomat, 3/47:37
  Treaty of Guadalupe Hidalgo and, 4/31:23
Truman, Harry S.
  visits Mexico City, 4/52:20

V

Valencia, Gabriel
  Battle from Contreras to Churubusco and, 4/06:54
  Santa Anna, General Antonio López de and, 4/06:33
Vallejo, Mariano Guadalupe
  argues for alliance with the U.S., 2/28:23
  arrested, 2/29:47
  loses fortune, 4/51:04
  taken prisoner, 2/32:10
Vallejo, Salvador
  Vallejo, Mariano Guadalupe, writings on, 2/32:29
Vázquez, Josefina
  on Santa Anna, General Antonio López de, 3/02:33
  on The Alamo, 1/13:22
  on Treaty of Guadalupe Hidalgo, 4/34:10; 4/40:43
  on U.S.-Mexican War, background to, 1/25:54
  on U.S.-Mexican War, General, 3/02:33
  on U.S.-Mexican War, legacy of, 4/53:56
Velasco-Márquez, Jesús
  on Treaty of Guadalupe Hidalgo, 4/32:43

    on U.S.-Mexican War, background to, 1/04:13; 1/07:40; 1/09:04; 1/52:31
    on U.S.-Mexican War, General, 2/07:11
    on U.S.-Mexican War, legacy of, 4/45:32
    on U.S.-Mexican War, proposed truce, 4/17:19
    on U.S.-Mexican War, Río Grande and, 1/34:47
    on U.S.-Mexican War, Santa Anna's surrender, 4/27:44
Vigil y Alarid, Juan Bautista
    U.S.-Mexican War and, 2/13:54

W

Weber, David
    on U.S.-Mexican War, General, 2/09:20
    on U.S.-Mexican War, Native Americans and, 2/06:29
    on U.S.-Mexican War, New Mexico and, 2/13:00
Whitman, Walt
    writings of, 1/48:34
Worth, William
    Battle at Monterrey and, 2/44:10
    Battle for Mexico City and, 4/21:56

Z

Zozaya, José Manuel
    writings on U.S.-Mexican War, 1/11:23

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